

CHARACTERISTICS OF WHATSAPP INTERACTIONS OF
UNDERGRADUATE STUDENTS

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The aim of this study is to analyze the characteristics of interactions of students when using WhatsApp, their perception towards this tool, the kinds of academic activities they undertake when using it and the interaction patterns in these chat conversations. This study was carried out through a qualitative case study research design which involved nineteen BA in Foreign Language students in a public university in the northern coast of Colombia with ethnographic data collection methods which included an interview, a questionnaire and document analysis based on their WhatsApp chats. The analysis revealed that the implementation of mobile devices in the classroom seems to be an interesting feature to respond the way the educational system is evolving, besides, considering this application helps not only teachers but also students to facilitate the teaching and learning process even outside the classroom and it turns out to be an innovative trend that derives in better outcomes for both. Also the analysis revealed that the use of a WhatsApp chat group represented a step given to combine technology with an innovative methodology addressed to enrich the learning process of students. Contextual factors were also analyzed in this study since these become essential part of the analysis done.

Keywords: WhatsApp, interaction, patterns, qualitative, innovative, facilitate

CONTENT

CHARACTERISTICS OF WHATSAPP INTERACTIONS OF UNDERGRADUATE STUDENTS	1
1. INTRODUCTION	5
2. RESEARCH QUESTIONS	10
3. RESEARCH OBJECTIVES	11
3.1 General Objective	11
3.1.1 Specific Objectives	11
4. RATIONALE	12
5. THEORETICAL FRAMEWORK	15
5.1 State of the Art	15
5.2 Active Learning	19
5.3 Collaborative Learning	22
5.4 Mobile Learning	24
5.5 Social Networks	28
5.5.1 WhatsApp Instant Messaging	30
5.6 Interactions	32
6. METHODOLOGY	37
6.1 Qualitative approach	37
6.1.2 Case study methodology	38
6.2 Data Collection Techniques	39
6.2.1 Interview	39
6.2.2 Questionnaire	40
6.2.3 Conversation analysis	41
Table 1. Interaction Categories and Interaction Patterns	42
Table 2. Summary of Objectives and Instruments	43
6.3 Ethical considerations	43
7. RESULTS	45
7.1 Results of the Questionnaire	45
7.2 Results of the Interview	49
Table 3. Interview: Emergent Categories	50
7.2.1 Perception	50
7.2.2 Time of interaction	51
7.2.3 Meaningful learning	51

<i>7.2.4 Usefulness of the tool</i>	52
<i>7.2.5 Interaction</i>	53
7.3 Results of conversation analysis	55
8. DISCUSSION	64
9. CONCLUSIONS	70
10. REFERENCES	72
References	72
APPENDICES	82
APPENDIX A	83
APPENDIX B	114
APPENDIX C	124
APPENDIX D	156

1. INTRODUCTION

“As mobile devices are becoming increasingly ubiquitous, many researches and practitioners have incorporated the technology into their teaching and learning environments.”

(Park, 2011)

Mobile devices have become an important tool in almost everyone's life. The constant evolution of technology, the creation of several applications to make user's lives easier and the wide variety of activities any person can develop with handheld devices. Students have found in mobiles the perfect ally not only to hold private issues but also to carry out academic activities. Hence, the teacher needs to be one step nearer being able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course. As teachers it is our responsibility to understand that we cannot assume our teaching practice in the same way our teachers did in the past. It means we cannot pretend teaching our students the same way we were taught. The appearance of several devices have caused an impact in people's lives. And through the example of education, it will be shown how it has affected the life of teachers and students.

Nowadays mobile devices, well focused, can be a support to strengthen different skills inside a classroom, as well as, positive attitudes with regard to the any learning process. Researchers have argued that along with their regular uses such as sending text messages, surfing the net and using diverse applications students and teachers have more opportunities to foster learning and make studying more meaningful

(Vaughan & Lawrence, 2013; Kim, Lee & Kim, 2014; Brett, 2011; Bansal & Joshi, 2014).

Teaching “Estrategias de Enseñanza y Aprendizaje de una Lengua Extranjera” to young adults at seventh semester of Licenciatura en Lenguas Extranjeras at Universidad del Atlántico means nurturing future teachers with all the theory and methods to develop good learning processes with their students, since this subject is focused on transmitting students the traditional approaches and the latest trends to teach. Through this class, students have the opportunity to reflect about the way they could implement their practice as pre- service teachers.

Furthermore, this is a space where students have to reflect with regard to the different theories and approaches that help them analyze how to be prepared to face their challenge to educate others. Teachers as professionals, who work with people, need to have moments of reflection with peers for them, as a team, revise some patterns of teaching and learning before making some decisions meaningful for their job (Dahlberg & Philippot, 2008). The dedication to this class was just a block of two hours per week which meant not having enough time to develop brilliant moments of reflection which help them illuminate their brains with new ideas based on the theories studied in class. Thinking about finding an extra space, a WhatsApp group was created.

Students enrolled in the “Estrategias Recientes de Enseñanza y Aprendizaje de una Lengua Extranjera” class are 19 young people between the ages of 19 to 27. Nine of them are boys and the other ten are girls who belong to mid- low social status. Despite these students are in the same career, not all of them are enrolled in the same semester. This subject belongs to seventh semester but some of them are taking credits from upper

or lower levels. This means that most of them only share this class. It is important to mention that all these students own a smartphone with these apps. A few of them have their devices with data charged and they pay for this service monthly. Most of them just have their devices without any data and require Wi-Fi connection to use all the services.

Nevertheless, Universidad del Atlántico does not offer to the students a good Wi-Fi service and this tied to other personal reasons make students pay data per days. Only by doing it students have the opportunity to send and receive WhatsApp messages, e-mails, check their social networks and even making some research during their classes in or outside the campus. The given reasons above besides the idea of having not enough time to develop wonderful moments of reflection made the teacher decide to create a “WhatsApp group” which purpose was to maintain communication among all the participants in the class. Not only to establish a relationship between teacher and students but also among classmates. It was a decision made by teacher who found in m-learning the opportunity to develop collaborative and learning skills in students. Considering that ubiquity, popularity, and proliferation of mobile phones among college/university students in recent time is arising (Olufadi, 2015). The purpose of this study is to analyze the characteristics of WhatsApp interactions of these students, the kind of academic activities they undertake when using WhatsApp and to explore their perception of using WhatsApp for academic purposes.

Universidad del Atlántico is located in Barranquilla, a north coastal city in Colombia. Here, students are formed to become English teachers through the BA in Foreign Languages. This program offers its students the opportunity of acquiring competences to be teachers taking the subject called “Estrategias de Enseñanza y

Aprendizaje de una Lengua Extranjera” two hours per week. In this class, students are exposed to activities that involve different strategies that help them learn the different aspects that need to be considered when teaching a foreign language. Despite the name of the subject is in Spanish, the concepts are shared with students in English, fostering in this way the improvement of the students’ proficiency in this language. Due to the small amount of time devoted to this class, the teacher decided that using a WhatsApp group could help her to keep student connected and this would be an opportunity for them to develop some activities related to the topics even though the students were out of their classroom.

Students’ willing to learn some tips for teaching is very motivating. As young people their main characteristic is enthusiasm for all things they do, especially if the assignment is tied to their interests which most of the time are closed to technology. In this sense, for teachers forming future teachers it is a must to approach them to strategies that will make them widen their minds towards different methods which help them to enrich their pedagogical practice in the future and have a better performance in their classes (Wichadee, 2011). Because of both the pressure to provide teachers with effective technology integration skills and the rapid growth of mobile technologies as learning devices, teacher education programs need to implement theoretically and pedagogically sound mobile learning initiatives (Newhouse et al., 2006; Furstenberg & Morgenstern, 1992). Considering this, brings along with having a good atmosphere in the classroom, which is a factor that is also vital for the environment inside taking into account that this is a space for social interaction. “Mobile learning allows these students to exploit small amounts of time and space for learning, to work with other students on

projects and discussions, and to maximize contact and support from tutors”. (Ally, 2009, p. 18).

The use of electronic devices in and outside the classroom is a strategy to support learning and it also enhances motivation among students. At this point, teachers need to fill the gap and start thinking the way technology needs to become a resource for the teacher and students to achieve the goals since the electronic devices help teachers and learners to find different sites for formal and informal interaction (Norton, 2014).

2. RESEARCH QUESTIONS

The information given above allows to consider the following research questions to then follow an analysis:

- What are the characteristics of the interactions of students when using WhatsApp for academic purposes?
 - What are the interactions patterns used in WhatsApp?
 - What are the kind of academic activities students undertake when using WhatsApp for academic purposes?
 - What is the student's perception of the use of WhatsApp for academic purposes?

3. RESEARCH OBJECTIVES

3.1 General Objective

Analyse the characteristics of interactions of students when using WhatsApp for academic purposes.

3.1.1 Specific Objectives

- Describe the kinds of academic activities students undertake when using WhatsApp.
- Describe the interactions patterns used in WhatsApp.
- Explore student's perception of the use of WhatsApp for academic purposes.

4. RATIONALE

The purpose of Universidad del Atlántico to have a BA in Foreign Languages consists of forming teacher- researchers in the English, French and German languages; competent to perform as teachers in any educational level of the Colombian system. Besides, the university pretends to offer to the society professionals with a high sense of critical thinking, with a high humanistic and ethical sense and with enough theoretical and practical knowledge that allows them to grow in the teaching area and at the same time to face the challenges proposed by the processes of globalization and progress of the Caribbean region and the country through investigation, teaching and social projection.

The previous idea entails the need of being aware that forming language teachers means not only developing language skills, but also sharing with the students all the strategies that will allow them to respond to the demands the pedagogical practice requires nowadays.

With regard to the implementation of m-learning inside the classroom, the initiative is new for the students. So far, they have been learning in a traditional way where they are not exposed to the use of technological devices during their classes. Basically, their classes are focused on lectures based on readings in which they have the opportunity to express their ideas by participating during class time inside the classroom.

Mobiles are considered important in the life of almost everyone and it might be due to the several changes they have suffered and the amount of apps created to make our lives easier. “The proliferation of technological devices such as computers and mobile phones in the past two decades has impacted upon the various aspects of our life, including the way we learn and teach” (Gasmi 2014, p 7243). One of the possible reasons that have made people use more and more cell phones lately may be the easiness to carry one in a pocket and the amount of functions available such as, taking pictures, sending messages, and recording videos, among others. That is why; it is common to see that the use of cell phone in the classroom proliferates dramatically and language educators have shown their interest in the capabilities in those devices (Goodwin- Jones, 2011).

In fact some recent Bansal & Joshi (2014) support that countries like India are growing in the use of smart phones. In this place the government reports more than 900 million of cell phones among their population. In Colombia, the DANE (Departamento Administrativo Nacional de Estadística) reports that in 2015 95.3% of Colombians owned a cell phone. As the price of cell phones decreases, more people have the opportunity to own one (Nicholson, 2011).

In terms of education, one of the reasons that support this trend is related to the easiness to access to information and knowledge anywhere and anytime and the way this challenges the relationships between education, society, and technology that make them more dynamic than ever (Ally, 2009). Besides, it seems to be that communication through mobile phones among students and students and teachers is growing up fast since they can exchange messages, emails and keep in contact through social networks (Bouhnik & Deshen, 2014). These reasons are some of the ones that support the increasing communication with the use of WhatsApp. WhatsApp permits users

exchange messages, videos and podcasts. Aal, Parmar et al (2014) support that in 2014 the WhatsApp Company reported a record in terms of use. The results presented that 700 million photos are shared daily and the system handles 10 billion messages each day

Even though some research has emerged lately, it is important to mention that the use of mobile devices and specifically WhatsApp with educational purposes has not been studied deeply but from the studies already done interesting things have emerged (Bouhnik& Deshen, 2014; Ngaleka& Uys, 2013).

5. THEORETICAL FRAMEWORK

In this following section, the theoretical framework of this research work will be described. First, the state of the art regarding the studies that have been done related to the use of mobile devices for academic purposes but specifically about the use of WhatsApp as an educational tool will be depicted. Then, the concepts of important researchers towards theories that surround this research work will be presented.

5.1 State of the Art

Not only have cell phones become smaller and more economical in recent years, leading to almost 100% distribution throughout many populations, the range of functions they now offer is extremely wide, so much so that they are starting to vie with the desktop computer, especially when bearing in mind their portability.

(Brett, 2011. p. 24)

The evolution of mobile devices has caused an impact in the field of education. Experts as Brett (2011), state that it is just required that any teacher has an interest in technology that he will sooner or later come up against one of these scenarios. Based on this, the use of technology nowadays seems to be a must since it has shown its presence in all the fields that can be considered. Sports, science, medicine, economy, education, among others have been modified because of technology. “The world is ever changing due to the advancement in the realm of science and technology. These days it seems hard to escape the presence of technology.” (Yeboah, 2014. p.157). This is a reality. Having the interest of implementing the latest

trends in order to be updated, a field like the one of education has had the need of considering the use of technology to enhance motivation among students or to make teacher's job easier. Taking into account all the requirements of the world of globalization make us, as teachers, take time to analyze the best way we can use the elements our learners have in their context to help them in the learning process. For instance the Internet, the cable TV, their mobiles, and all that have to do with technological advances and also all the things related to their needs, lacks and wants, in other words, their interests. This is well expressed by Mackay (1999) who points out that the responsibility of these language teachers involved in planning courses for given groups of learners for specific purposes is to determine accurately what these specific purposes are.

In education, opinions are divided with regard to the implementation of devices in a normal classroom. Barry, Murphy and Drew (2015) consider that the use of information and communication technologies (ICTs) such as Internet capable smart phones, laptops, tablets and netbooks, and non-smart mobile phones, help education since it provides a variety of potential interconnected interactions within academic environments. Reading this idea it is easy to understand that this is a way to support the implementation of technology in the classroom. But not technology in a very general sense as it was conceived in the past by using projectors, DVD or television, but through the use of mobile devices.

In the specific case of Smart phones, through the use of apps such as WhatsApp, students can find a different strategy to participate in asynchronous class discussions. This is supported by Golonka, Bowles, Frank, Richardson, & Freynik in Medha, Ewa

and Vatz (2014) in their research about “The Effect of Interactive Chat Vs Independent Writing in L2 Learning”, they consider technology as a way to provide opportunities for interaction among learners; specifically, synchronous computer-mediated communication, but also text chat, which offers a method to make homework, and it typically involves independent study, and makes it more interactive.

About WhatsApp specifically, very few studies have been made so far but from most of them interesting reflections have emerged. Ngaleka and Uys (2013) studied how m- learning was carried out through WhatsApp. They analyzed the conversations students held through this app and found out that by using it students increased collaborative work outside the classroom, what ´s more, without the influence of the instructor. Besides, these two researchers discovered that through WhatsApp conversations students facilitated their academic work outside the classroom.

Likewise, Bouhnik and Deshen (2014) developed a research work in which they studied the way students and teachers used this app and it turns out to be that WhatsApp influenced them positively. With this app both, students and teachers participated in a WhatsApp group in which they created a good environment to work. Moreover, with this tool students found academic advantages due to the easiness to access learning materials, availability of the teacher and the opportunity of keep learning beyond class hours.

As well as these researchers already mentioned, Bansal & Joshi (2014) presented also their results about a study based on the m- learning experiences of students who used a WhatsApp group chat. In their analysis it is seen how students increased their level of social interactivity among peers and the teacher and also their skills to work

collaboratively. They also state that as an educational tool, this application is very favorable, nevertheless, in their research work married students pointed out that it was better to work with this app in class hours and avoid it collides with their family time.

On the other hand, there are some experts who strongly disagree with the use of mobiles in classrooms since they state that the use of them is not beneficial for students. According to Olufadi (2014), in his research about different ways to success of students through mobile phone behaviors, the use of mobile devices affects negatively the performance of students. He presents his discrepancies by debating that the use of mobile phones in the classroom by the students distracts their attention from learning and they stated that this is an idea based on the consensus of students and teachers.

In the same way, Yeboah and Ewur (2014) made a research about the way WhatsApp has caused an impact in the performance of students in tertiary education in Ghana. Firstly, they mention that the use of this app is inevitable and even though through it the communication was faster and easier permitting an effective flow of information, the impact caused by this app is not completely positive since some of them started to spend too much time on it, others started to be affected in their attention span or simply they did not differentiate the academic work from the personal activities.

According to the changes we have faced in these two decades, our students have found in technology new elements that have given a new sense towards the way they learn and for teachers towards the way they teach. Computers, mobiles and some other gadgets have impacted our lives. Instead of being considered distracters, mobiles have become one of the best tools for teaching or learning in any classroom.

5.2 Active Learning

Active learning is an approach that is currently being considered by teachers since students are demanding learning experiences that make them feel more engaged with their process. (O'Brien & Hart in Auster and Wylie, 2006; Pinheiro & Simoes, 2012; Gale, 2004). In other words, they are looking for experiences that let them construct their knowledge beyond the fact of receiving some information but learning how to use that knowledge in specific contexts related to what they are studying for.

Integrating active learning in the classroom involves the use of those elements that represent some interest for students. Thus, planning activities that involve technology is considered as part of active learning since it implies giving them activities that foster participation in learning approaches and at the same time it makes them feel committed with the class itself when outside the classroom they need to make decisions, critically, based on the things previously learned (Lumpkin, Achen & Dodd, 2015). Due to this, more teachers are not considering the cell phone in a classroom as an obstacle but as a tool that enhances meaningful learning.

Taking into account all that active learning involves, it is thought as a continuum of engagement, where students have several ways to feel motivated and actively engaged with their learning process (Van Amburgh, Devlin, et al, 2007). The difference of active learning with lecture- based courses lies in the opportunity it gives students to put into practice the skills acquired during the classes. The traditional "chalk and talk" method makes students learn in a passive way and they evidence less possibilities of retaining information, therefore, a lower performance (Agbatogun, 2014).

Otherwise, when they have control on their learning process through active tasks, this provides them opportunities to talk, listen, read, write and reflect depending on the way they approach the course content. (Auster & Wylie, 2006). Giving students responsibilities to control their own learning process means the possibility of finding an effective way to promote learning (Tabbers & De Koeijer, 2019).

There are four dimensions that are essential to create active learning in the classroom: context setting, class preparation, class delivery and continuous improvement (Auster and Wylie, 2006). Analyzing each step it is noticeable that all four are interconnected: Teachers plan classes considering the context among some factors, the class is delivered according to the plan and a new class is planned based on the previous one and based also on the analysis done to make it better next time.

By implementing active learning in the classroom both students and teachers are exposed to use pedagogical tools that increase the level of engagement in the class. Therefore, the implementation of m-learning becomes a way to carry out a class under the active learning approach. Authors such as Husbye & Elsener (2013) found that after being exposed to teacher educators' mobile device integration; pre-service teachers began to utilize such tools in their own practices. By encouraging mobility, the teacher educators' role shifted from a content provider at the center of instruction to a facilitator, engaging pre-service teachers as they collaboratively constructed meanings around content. As it has been seen through the readings mentioned above, there is a need to fill a gap between teachers and their pedagogical practice and the implementation of technology initiatives in teaching and learning process. Because of both the pressure to provide teachers with effective technology

integration skills and the rapid growth of mobile technologies as learning devices, teacher education programs need to implement theoretically and pedagogically sound mobile learning initiatives (Newhouse et al., 2006).

Active learning is also seen as a way to reduce school desertion. It turns out that students involved in active learning courses have more opportunities to participate in classes, feel themselves members of a community and find support from other members of their groups (Braxton, Millem & Sullivan, 2000).

Nevertheless, not all is positive in active learning. For some experts, through active learning teachers can make some errors when it is pretended to implement activities based on active learning at early learning stages. The common mistake is that some teachers are still thinking about their own expertise as learners and they are trying to avoid having unsuccessful experiences. Another impediment believed is that when implementing active learning more time is required to check the way students respond to what they have apprehended. As a consequence, this means reducing time to devote to the development of more content in the curriculum (Peters, 2010). The fact is that some professionals of teaching are reluctant about trying new things in their practice and they do not consider that sharing could be a positive way to find feedback among peers and implement newer strategies that definitely could work in their context (Brazeau, 2014).

When applying active learning to technology this causes an interweaving formal and informal learning and it is expected the student assumes an active role in his own learning process. Students can use several online resources they have available and this

way they may improve their learning environment (Lebenicnik, Pitt & Starcic, 2015; Torres, Infantec & Torres, 2015).

5.3 Collaborative Learning

Collaborative interaction refers to the fact of having students working collaboratively sharing materials and ideas to solve a problem (Jung, Choi et al., 2002). Active and collaborative practices are new branches of learning sciences which purpose is to give further explanation about how people work together with the help of technological devices (Pinheiro & Simoes, 2012). Fun and technology give, to students of any ages, the opportunity to engage in collaborative interaction (Romero et al., 2012). In online discussions, collaborative practices play an important role since the participants try, by working together, different strategies to build knowledge as a group. At this point, the teacher needs to be clear about when is the most appropriate moment to intervene and conduct again the learning discussion (Shukor, et al., 2014).

To be successful when applying activities that require collaborative work, teachers need to be in continuous updating which help them to grow up in their professional development and at the same time to learn how to plan carefully lessons that go beyond the simple fact of having students together and reaching the goals (Murphy, 2015). Results from a research indicate that the most dominant feature in collaborative work is observed when students explore or share information related to content or when they share experiences to elaborate issues when constructing knowledge (Lee & Tsai, 2011).

At this point, it is necessary to mention that the success or failure of an activity based on collaborative tools depends not only of the amount of time each

member contributes or the quality of that contribution but also of the necessity of implementing clear individual tasks to support that collaborative work (Judd, Kennedy & Crooper, 2010). Students need to learn the consequences of collaboration, how to handle from intellectual property to the ethics collaboration requires (Bruns & Humpreys, 2007).

Moreover, in a group each of the participants has the opportunity to increase their knowledge by relying on a distributed knowledge of the group (Veermans & Cesareni, 2005). Depending on the task cooperative groups have to accomplished, communities of learning are created. Riel and Polin (2004) classify them in *activity-centered*, when members work together to solve a common problem; *practice-centered*, when they are formed by professionals who just want to improve the knowledge of their practice and *knowledge-center*, when the purpose is to register advances in building knowledge, basically what researchers do.

In this era of technology people use mobile devices comfortably even to carry out virtual discussions. Technology itself is not going to create a learning environment but when this is combined with text messages, a complete collaborative, interactive learning environment is created (Kadirire, 2007). When students share with others through their social networks, no matter how much time they devote to entertainment and fun, they all build knowledge as a constituent of a collective intelligence (Torres, Infante & Torres, 2015). Introducing an online environment to collaborative learning nurtures the social relationship not just between students, but also among teachers and students since the devices used to develop the activities offer a more visible sequence of interaction that permits mutual understanding (Ma, 2009).

With regard to the level of satisfaction of learners when using collaborative practices, studies show that they feel very satisfied and happy when sharing online collaborative activities, not just because of the use of technology but also for the participation of other members. Students agreed that working together promotes deeper understanding of content (Zhu, 2012). Through collaborative activities students have the opportunity to interact more and to feel connected to the others even in distance learning environments (So & Brush, 2008). Additionally, the results students achieve when working cooperatively seem to be higher than the ones achieved when working alone and it may be because of the interaction among members in heterogeneous cooperative groups. Students with low performance complement with those with higher (Huang, 2000, Dillenbourg, et al., 1996).

Today, educational processes have evolved. Those pedagogical methods based only on transmitting information are very limited, that is why that teachers need to use tools that enhance communication, collaborative work and building knowledge to improve the learning process (Gros, et al., 2009). A good scenario for mobility and collaborative work is found in the use of handheld devices (Liu & Kao, 2007). Nevertheless, research and training is still being required to facilitate tools to instructors for them to plan lessons based on collaborative activities by using handheld devices in order to foster learning in and outside the classroom (Alvarez et al., 2011).

5.4 Mobile Learning

Portability and the possibility of being connected anywhere anytime have produced mobiles become pervasive in our lives (Baran, 2014; Kadirire, 2007). The use

of mobile devices has increased rapidly in the recent years and due to this many teachers and researchers have decided to incorporate them to their teaching and learning environment (Park, 2011) Mobile learning refers to the use of mobile devices for the purpose of learning. Examples of the devices used for mobile learning include cell phones, smartphones, palmtops, and handheld computers; tablet PCs, laptops, and personal media players (Kukulaska-Hulme & Traxler, 2005, Joshi; 2013).

Other experts (Garrison et al, 2000; Suanpang, 2012; Chiercher & Donolo, 2013; Bansal & Joshi, 2014) refer to m-learning not just as the way in which you can use your device for learning purposes but also to the possibility to acquire any knowledge and skills through using mobile technology, anywhere and anytime. This system facilitates distributed education with the learning activities through a variety of tools which have appropriate pedagogical approaches to collaboration and social interaction (Yang, 2012). Learners in the classroom can develop CoP (Community of Practice) which consists of group of people with the same interest, same target, and the same job discussing and communicating issues of common concern to promote knowledge sharing and knowledge transmission (Barth, 2003; Lynn, 2014).

What students normally do in traditional learning is to connect to the others using the information they share in lectures through individual and group activities. However, through the use of mobile devices in the classroom students share their knowledge among them by using different resources from their mobiles: mails, SMS, videos, voice messaging, calls, discussions or just by using social networks (Suanpang, 2001; Chinnery, 2006). When using a mobile with educational purposes, students can decide when and how to learn by using their own personal device (Keskin & Kuzu, 2015.) Therefore, the process carried out when implementing m-learning is defined as ubiquitous since it has the power to build knowledge formally, when learning

occurs in the classroom, or informally when it happens in social networks breaking with all traditional concepts and promoting an innovative way to learn (Díaz, Carrión & Moro, 2015; Lockyer & Patterson, 2008).

Mobile learning represents not only a tool that fosters learning in students but also a strategy that promotes interaction among peers as well as among students and the teacher. If the devices are used to hold activities based on messages this exchange of questions, answers, giving points of view, and giving feedback nurtures partnership and learning at the same time (Gasaymeh& Aldalalah, 2013). Those students using devices in their learning process lived their experience in a shared collaborative environment full of synchronous or asynchronous interaction (Yang, 2012). When former teachers, while being students, have the opportunity to learn by using mobile technologies and the impact has been positive, they are more likely to approach their future students to a similar experience (Kim, Rueckert, Kim & Seo, 2013).

With the evolution of technology, new opportunities have arisen for students to interact with classmates, teachers and content (Vaughan& Lawrence, 2013). Mobile learning provides students unlimited opportunities to achieve their learning goals through learning situations with real time and authentic interaction that make learning meaningful and different to those decontextualized traditional classrooms (Kim, Lee & Kim, 2014).

Regarding the possibilities of information storage with handheld devices students, have several options to access the information. When they have paid data service, they have the information available anywhere anytime. But in a different case they can download the information to a computer with internet access, and then transfer

it to a mobile. Otherwise, they can exchange it with peers via Bluetooth but it turns out that the preferred medium chosen to share info is through messages (Brett, 2011).

In the case of distant learners, those who live in places with geographical limitations to the learning elements, m-learning may be considered a possible solution due to the ubiquitous benefits this provides such as asking for information to lecturers, join online study groups, among others (Ismail & Azizan, 2012; Nicholson, 2011)

A minority of researchers consider that the use of devices in classes can affect negatively the academic results of students (Duncan, Hoekstra & Wilcox, 2012). For instance, revising Facebook or playing videogames could represent a threat for their academic performance (Olufadi, 2015). Some results of another research showed that students find in their devices with Internet access a way to avoid boredom by searching extra information during classes or lectures. This is associated with loss of attention or distraction which may be understood as lack of concentration with regard to the activity carried out (Barry, Murphy & Drew, 2014).

Another drawback that is latent when using m- learning is that students are exposed to limited nonverbal communication, small screen size, one finger data entry, they, sometimes, do not have a cultural context inserted in their communicative situations and their social interaction can be potentially limited (Chinnery, 2006), even the fact that mobile learning has not been studied thoroughly is seen as a limitation (Joshi, 2013). Implementing m- learning in a curriculum may have positive or negative effects but in any case it requires a strong change in the approaches and strategies (Crow, Santos, Lebaron et al, 2010).

5.5 Social Networks

In the structure of a society it is normal that people tend to get together and form groups (Backstrom, Huttenlocher et al, 2006). Through social networks, people have the opportunity to work as an individual or to create communities to develop work based on common interests (Dalsgaard, 2008). The term “Social Network” refers to the tool more people are using every day as a way to interact socially among them. This phenomenon is in continuous evolution in these days and it has caused an impact in the private and academic life of individuals (Mukhaini, Qayoudhi & Badi, 2014).

When individuals create a space of interaction in which they share information and ideas through virtual environments it is considered a social network (Yeboah & Ewur, 2014). A social network is considered a space with a visible profile in which the users can upload a profile photo, modify status, a list of friends who are also users of the network (Boyd& Ellison, 2007; Boyd, 2007). What social network users do is to share several information related to their private life through their profiles. They upload videos or pictures and they tag or share them and invite their contacts to join certain communities depending on their common interests (Lockyer & Patterson, 2008). Since communication in online environments is not immediately visible it makes people interpret situations in different ways. That is why, social network users need to make themselves as visible as possible through multimedia material (Boyd, 2007).

The increasing use of social networks such as Facebook and other spaces has influenced teachers to find different ways to connect these tools in the academic life not just of students but also of teachers. In fact, Alvarez and Olivera- Smith (2013) consider

that the learning process takes place through tools like these due to the continuous exchange of meaning and varied types of interactions among their participants. A result of their research concluded that through social networks students make activities that are seen as informal learning such as contacting their peers more than their teachers but in any case the informal aspects of education are as important as the formal ones since here is when teachers may really identify the role of social networks in the lives of students and maybe set another educational goals (Hamat, Embi & Hassan, 2012).

Due to the multiple changes the world of technology has suffered in these times, life has evolved in all contexts, being the educational the one that has received the biggest impact. Internet has become an ally in the lives of human beings that, nowadays, through the use of social networks people could find easier how to learn a foreign language. In other words, through the combination of mobiles and internet individuals have a wide variety of authentic materials; they can even interact with a foreigner in his native language (Derakhshan & Hasanabbasi, 2015).

Social networks support also the learning process because through sharing information among contacts, pictures, documents and videos students can develop their skills by creating new knowledge (Suanpang, 2012; Hamat, Embi & Hassam, 2012). A metaphor which can be used to express how social networks support the educational process says that joining and become part of a network is like when you do any mathematical operation by using a calculator rather than using pencil and paper. It means doing the same things but in a new and different way (McSwite, 2009).

The use of social networks has become very popular and it has displaced some other tools like emails. Nowadays, it is very common having teenagers contacting their

friends through social networks instead of using emails. Only 14% of them report connecting to their friends through this every day. Meanwhile, 86% of them prefer to do the same but using their social networks (Lenhart, Madden et al, 2007).

Recognized authors such as Kaplan & Haenlin (2010) state 5 points required to be social through social networks: Being active, since it implies interaction and fresh contents to be interesting; being interesting if you want to have people engaged in your activities; being humble, no matter you know a lot about social networks there is always something new to learn; being unprofessional understood as not being afraid of making mistakes and finally, being honest, respecting the rules of the social network.

5.5.1 WhatsApp Instant Messaging

WhatsApp Messenger is a smartphone application that permits communication through sending instant messages, videos, location, photos and podcasts (Aal, Parmar et al, 2014; Barhoumi, 2015). One of the features that makes WhatsApp unique is the possibility of creating groups with purposes such as just communicating, nurturing social atmosphere, encouraging sharing among the members of the group and as a learning platform (Bouhnik & Deshen, 2014). With the presence of WhatsApp, SMS (text messages) have been replaced due to the immediateness and the no cost characteristic. It just requires Wi-Fi connection or a pre-existing data plan for messages to be sent (Church & De Oliveira, 2013).

The present features in text messages are abbreviations, omitted parts of speech like subjects, prepositions or articles and contractions (Ong' Onda, Matu et al, 2011) but the most dominant feature in team communication through text messages is the use of

emoticons. The purpose of this is to express emotion or strengthen messages and to provide a socio- emotional context to the conversation (Tossell, Kortum et al, 2011).

Analyzing how the messaging phenomenon works, it seems to be that it represents more reliability to users and senders depending on the level of privacy of their conversations. Sending a text message is an asynchronous task that does not need re- dialling and it is sent in the user's real own time (Faulkner & Culwin, 2007).

One of the reasons that have made popular the use of WhatsApp is that is that it represents a private kind of interaction much better than other social media platforms such as Facebook or Twitter (Pew Internet & American Life Project, 2015). "Texters", as they have been defined by Reid and Reid (2005), consider that this tool is better than a phone call or face-to face interaction since nobody interrupts them when texting, it has no cost, it is quick and easy to use, they can go exactly to the point and afford a slower more open ended form of communication (Rettie, 2007). Studies show that students prefer interacting through posting their ideas in a chat rather than in an actual dialogue (Dennen & Wieland, 2007).

When using this application individuals have the opportunity to establish relationships with acquaintances, friends, and family or even for business in any part world (Yeboah, Lewr, 2014). Sending messages has become a pervasive phenomenon among mobile phone users since the conversational topics have spread and it may be considered that text messages are replacing other ways of communication (Marques, Duarte & Carrico, 2012). In fact, recent studies present that WhatsApp chat is the most preferred message application to complement learning environments since it offers

some accessibility features that permits participation even of people with disabilities (Calvo, Arbiol & Iglesias, 2014).

With regard to WhatsApp chat group as an aid for the learning process, it is considered very useful since it permits sending messages freely and to a large group of members in it (Nathan- Kazis, 2014). Furthermore, it allows communication concurrently, having speakers as well as listeners at the same time, working collaboratively (Bansal & Joshi, 2014). Besides, the members of the group have access to the history of the conversation since they can go back to the beginning of it as many times as they need, messages are not lost or forgotten as it happens with oral conversations, instead, they can remember everything that was mentioned (Ngaleka & Uys, 2014).

5.6 Interactions

The social and cognitive aspects of language learning have been impacted by the online language learning through the use of typed messages used in real time text chat as a mean of interaction (Jepson, 2005). Instant messages fosters in people a sense of online community due to the feeling of the members involved, who want to be connected interacting with the others (Kadirire, 2007) and trying to understand what the others do which is one of the abilities human beings have (Stevanovic & Peräkylä, 2014). Being connected with others through mobiles anytime has made learning become a way of life. This kind of interaction promotes learning formal content in an informal way with the possibility of having access to the information at no specific time, but on the move (Torres, Infante & Torres, 2015).

Online interaction has opened up a great amount of opportunities to researchers to explore what is really happening in the real environment the students are interacting. Moreover, it allows the researchers to keep a track over time of the information they have shared, to save the history of threads and to compare them to analyze if there has been any signal of evolution or not (Luebeck & Bice, 2005).

Discussion boards have emerged as a motivational feature that engage students to post their ideas, read, reflect and give their responses but this requires the teacher create activities that foster engagement and dialogue among students (Dennen & Wieland, 2007). Responsibility for interaction is one of the most important features when having a group of people participating in interactive communication (Saba, 2003). In the case of distance learners, online interaction has become vital since they find in their online classmates support to clarify the information given and at the same time collaborative activities, like the ones developed through this type of environments, enhances not only learning but also a space to develop social relationships (Sadykova, 2014). Interaction promotes the negotiation of meaning with the contribution of all the participants (Baharani & Shu Sim, 2012).

Online learning permits learners build experiences and knowledge through asking questions, analyzing content, sharing opinions, showing agree or disagree towards another point of view (Moore & Marra, 2005). The importance of online learning is described in the way students create a “virtual community of inquiry” in which they construct knowledge through interactivity (Garrison et al., 2001).

In a research made about the use of computer conferences used for educational purposes, researchers looked for postings or segments of postings which show that categories such as cognitive, social and teaching presence were present

(Garrison et al., 2000). Here, it is supported that the educational experience is mediated in virtual environments through these elements which are identified with the analysis of key words that imply different processes. First of all, a presence is defined as the sense of belonging a student evidences when being part of a community. Regarding each one of these important categories for interaction, Garrison et al (2000) defined cognitive presence as the process in which students are able to build meaning based on the exchange of information which takes place through communication. This presence is a vital feature when developing critical thinking. Thus, words that indicate connecting or applying new ideas, exploring new information, integration or resolution are synonym of cognitive presence.

On the other hand, social presence is identified by the degree in which a person presents himself/ herself as “real” in an online environment. This is enriched by the way in which that person assumes the relationship with the others and how it supports the construction of meaning (Richardson & Swan, 2003), hence, open communication, showing emotions or encouraging collaboration indicate social presence. Finally, instructional management, building understanding, focusing discussion or direct instructions are indicators of the teaching presence. Teaching presence is based on the function whose responsibility is assumed by the instructor or teacher. This is defined as the way in which the instructor supports the cognitive and social presence in order to achieve the educational outcomes in the community of inquiry. The instructor here is seen as the direct responsible of the course design, the way the course will be implemented, the activities students will develop and how to assess them (Garrison et al, 2000). It is important to mention that the way in which the instructor interacts in the online environment, may influence the way in which the students participate or even perceive the community (Mazzolini & Maddison, 2007).

The interaction carried out through a sequence of posted ideas creates some patterns that accomplish a similar function to the one that takes place in face- to- face interaction (Yang & Brown, 2013).

The roles the instructor and the students play in the virtual community are of great significance since the responsibility of creating knowledge and new ideas depend on both of them. Thus, a combination of interactions raised in a student centered discussion and teacher centered discussion would give meaningful and successful contributions to the learning process (Nandi, Hamilton & Harlan, 2012). Even though the online discussion requires equilibrium in the level of participation among members, the instructor needs to be aware that through appropriate scaffolding strategies he has the possibility to enhance engagement between students and this may derive in different types of online interactions that reflect their learning process (Nurul & Zaidatun, 2013).

The level of interaction between students and teachers in online environments promotes a sense of social connectivity among them. The level of interaction may be determined by how discourse is facilitated, assessment and feedback are given and reflective thinking is promoted (Balaji & Chakrabarti, 2010).

No matter online interaction has become so popular nowadays, it has some communication barriers like absence of visual contact, gestures, signs of approval or silence, among others and maybe the fact of not coinciding in place or time, may do people involved in the virtual conversation a feeling of solitude that may derive in a reduction of interpersonal relationships skills (Chiercher & Donolo, 2013).

On the other hand, Noonan and Coral (2013) point out that this kind of interaction may create a conflict in the pedagogical relationships since the lack of the physical presence of the educator may omit the genuine responsibility of the teacher when talking about forming people in terms of values. Nevertheless, they state this virtual relationship allows sharing useful (and useless) information but admit that online- learning is possible.

6. METHODOLOGY

This chapter will deal with all the procedures used in the process of gathering data. This is one of the most relevant parts of the research since it allows the researchers to face the reality of their context and to be closer to the analysis of the students and their relationship with the problem.

6.1 Qualitative approach

Dillon (2005) states that through a qualitative method such as, interviewing, the researchers may know who the participants are, their context, the situation in which they are involved as well as to collect data to document what is happening, when and why. What normally the qualitative research do, after observing or making an interview or having done any research session, is to record strategies, reflection, ideas, and everything that emerge in order to do a description about people, places events, activities, conversations or everything involved in the context to be under research (Bogdan & Bicklen, 2003). Qualitative research differs from quantitative in the fact that it focuses on small samples chosen on purpose rather than in large ones selected at random as in quantitative (Patton, 1990).

It is very important to remember the crucial role of data collection in the research process. These are the tools that give the basis to what is to be done. Anyway, it is very important to carry out a very objective data- collecting process in order to be very clear with the research and in this way to achieve successful results. Considering this fact, qualitative research may be the best approach to carry out this research. This kind of research recognizes the reality and the importance of the problem, the

behavioral phenomena, and it also recognizes the context that surrounds the topic which is under study rather than simply comparing situations or addressing only general patterns (Maxwell, 2004). Analyzing the characteristics of interactions of students when using WhatsApp with academic purposes, is the problem under study, hence, it requires this investigation is carried out under the qualitative approach.

6.1.2 Case study methodology

The qualitative case study methodology is an approach that allows the researcher to make further exploration to a particular situation within its context and making use of the wide variety of data sources available (Baxter & Jack, 2008). What makes particular case study research is how it delimitates the object under study, the case (Merriam, 1998). Nevertheless, it has some other characteristics as the way it studies the phenomenon in its own context considering space and time, it is richly descriptive due to the wide variety of sources of information it has and finally, it is more exploratory than confirmatory (Hancock, 2006).

Regarding some of the skills a good researcher must develop. Yin (1994) remarks that when working under this approach being a good listener, having the ability to design and ask good questions and make good interpretation of answers, having the disposition to adapt to any situation that arises from the research, and finally being unbiased, are important to conduct well an investigation. Since it delimitates a system or a case and helps the researcher to understand why and how the participants in the context did what they did. Brown (2008) considers it seems to be a natural approach. The need of being concentrated on the situation under study is the main reason to conduct this research under this approach.

6.2 Data Collection Techniques

There are different techniques that help the researcher to collect the pertinent and necessary information about the participants in the study with the aim to get some results and at the same time guarantee the validity and reliability of the study. To carry out this research work some techniques and instruments will be used as follows.

6.2.1 Interview

This is a technique that provides a more complete picture of what is happening in the situation. It is time consuming since requires time to conduct the interview, transcribe it and analyze the results (Boyce & Neale, 2006). The interview is very useful for the researchers since through it they can understand the story behind the experience of the participants. With interviews the researcher can get in- depth information about the topic and explore more specifically some of the responses given in questionnaires (McNamara, 1999).

The immediate objective in this research was to do an interview to all the students involved in the process in order to get their perception about the use of WhatsApp chat with academic purposes. Despite the interview is time consuming, it gives to the researcher the opportunity to get specific points of view from the subject under study and from these important participants in the learning- teaching process. At the beginning it was designed in English but at the end it was translated into Spanish with the aim of getting more feedback from students.

It is important to mention that the design of the interview applied in this research was based on the one applied by Kim, Rueckert, Kim and Seo (2013) in their research about “Student’s Perception and Experiences of Mobile Learning” due to the similarities found in the objectives to achieve through the study. It is worthy to mention

that, this material was used after being allowed to do it by the authors previously mentioned.

The Interview was transcribed and categorized in respect to main categories such as perception, time of interaction, usefulness of the tool, meaningful learning and interaction.

6.2.2 Questionnaire

One of the useful methods to collect information in this process is questionnaire. This is a very useful technique that helps the researcher to collect information, specially, in large groups (Seliger & Shohamy, 2001). In addition, this is an easy way to tabulate information. But one disadvantage of this technique is that questionnaires are very strict with the information it wants to collect; individuals do not have the opportunity to express their personal opinions but choosing just one option from the ones given.

The elaboration of the format of the questionnaire was a very hard activity since the lack of experience was a constraining factor to make certain mistakes related to the terminology used, the model of answers and the way to formulate the question in order to point to the right and desired information. Finally, three formats were elaborated in English but at the end only one of them was selected, it was compound by eight items related to their perception towards WhatsApp, and the uses they give to this app. Another difficulty when applying this was that students were about to have vacations a day after, as a result, the piloting process was not finished and there was no opportunity to send another questionnaire to other teachers of that group of students in order to do the triangulation.

6.2.3 Conversation analysis

Through communication human beings negotiate meaning and it is a cognitive process which purpose is to understand one another and at the same time to increase comprehension and to build knowledge (Jepson, 2005). A conversation analysis research studies how human to humans interact. It analyzes the collection of interactive encounters by transcribing actions in detail, each encounter moment to moment, turn by turn and then, these transcriptions are examined individually and collectively (Woodruff & Aoki, 2004). When talking specifically about what is “said” via virtual forums or more exactly what is expressed online, the intention is to examine what the participants communicate in each of their posts, what they write about and what these posts can tell about them and their personal and professional lives (Meyer, 2010).

Conversations in this research were based on the messages shared via the WhatsApp group chat that was created in the “Estrategias Recientes de Enseñanza y Aprendizaje de una Lengua Extranjera” with the purpose of having further reflection outside the class time. Everything that was posted by students and the teacher in the WhatsApp group chat was transcribed, turns were identified and later analyzed carefully. According to what was expressed by students, each chunk was divided and classified according to the categories proposed by Garrison, Anderson & Archer (2000) in their research about the Community of Inquiry and they state are always present in any educational experience: *social presence*, *teaching presence* and *cognitive presence*, were the main interaction categories.

Those categories were complemented with some indicators, defined in this study as *interaction patterns*, stated by Casanova, Alvarez, et al. (2009) in their article related to the indicators that help researches evaluate and promote cooperative learning through

virtual discussions. All these categories were organized as it is observed in the following table:

Table 1. Interaction Categories and Interaction Patterns

INTERACTION CATEGORIES		INTERACTION PATTERNS
Cognitive presence	Positive interdependence	Individual responsibility
		Common responsibility
		Proposal for organization
		Asking for organization
		Make clarifications/ Complement organization
	Building knowledge	Explains/ Gives arguments
		Ask for content
		Justifies/ Give evidence
		Express opinions
		Agree/ Disagree
		Make clarification/ Complement content
		Metacognitive statement
		Reflect
	Social presence	Social relationship
Estimate/ Cheer		
Thank		
Apologize		
Social dialogue		
Open communication		
Teaching presence	Instructional management	Direct instructions
		Focusing discussion
		Building understanding
	Social relationship	Stimulate/ Cheer

Every time a topic was studied, the teacher developed a series of activities inside the classroom, discussions, oral presentations, analysis of documents among others.

Considering that the time devoted to this class was too short to carry out more meaningful activities, at the end of each class there was always a question to foster further reflections through the WhatsApp chat group.

Four chats were transcribed and analyzed. Chunks were divided by participants and their correspondent turns. Depending on the analysis made, each chunk was classified according to the categories already explained. After that, patterns were identified taken into account the amount of times they were repeated. The tables were organized first by presenting the turn, then identifying the teacher (T) or the students who were identified by numbers depending on the turn each student took (S1, S2, S3). After that, the students' posts appear as participation. Finally, the interaction categories appear followed by the interaction patterns.

Table 2. Summary of Objectives and Instruments.

SPECIFIC OBJECTIVE	TECHNIQUE	INSTRUMENT
Describe the kind of academic activities students undertake when using WhatsApp	Interview Survey	Transcriptions of interviews and survey
Describe the interaction patterns used in WhatsApp	Conversation analysis	Analysis of chat interactions
Explore students' perception when using WhatsApp for academic purposes	Survey Interview	Transcription of survey and interviews

6.3 Ethical considerations

In this research work, the protection of the participant's privacy was taken into account through letting them know the purpose of this investigation. The WhatsApp

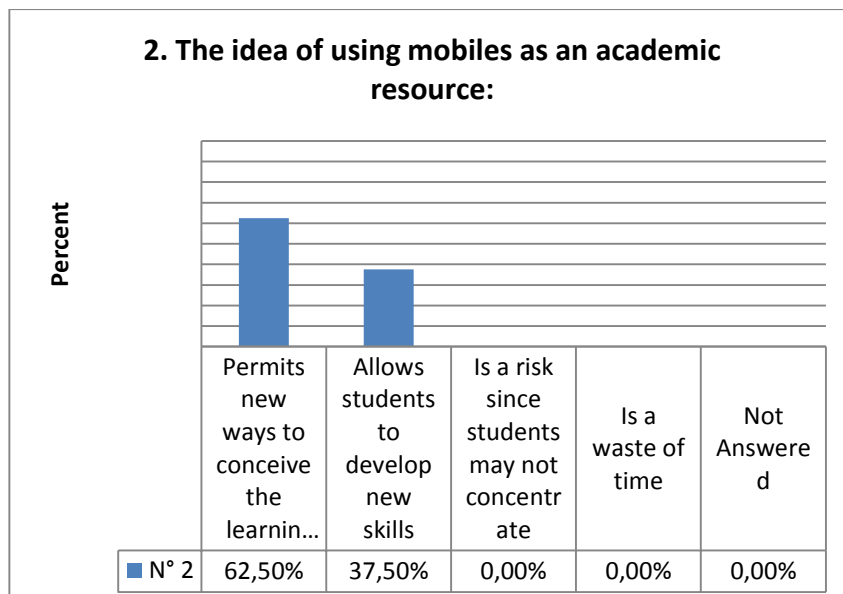
group chat was a strategy implemented in the class of “Estrategias Recientes de una Lengua Extranjera” in which the students who participated in this study were enrolled. In the survey, interview and chat interactions, their names were replaced by numbers in order to protect their privacy.

7. RESULTS

A thorough researcher collects information from as many sources as possible, questionnaires, surveys, analysis of documents, among others. The results of a case study researcher may be summarized in narrative form or in integrated tables that show a trend or other meaningful outcomes (Hancock, 2006). This section deals with the analysis of results gathered through the previously described instruments but focusing on the theoretical framework presented above.

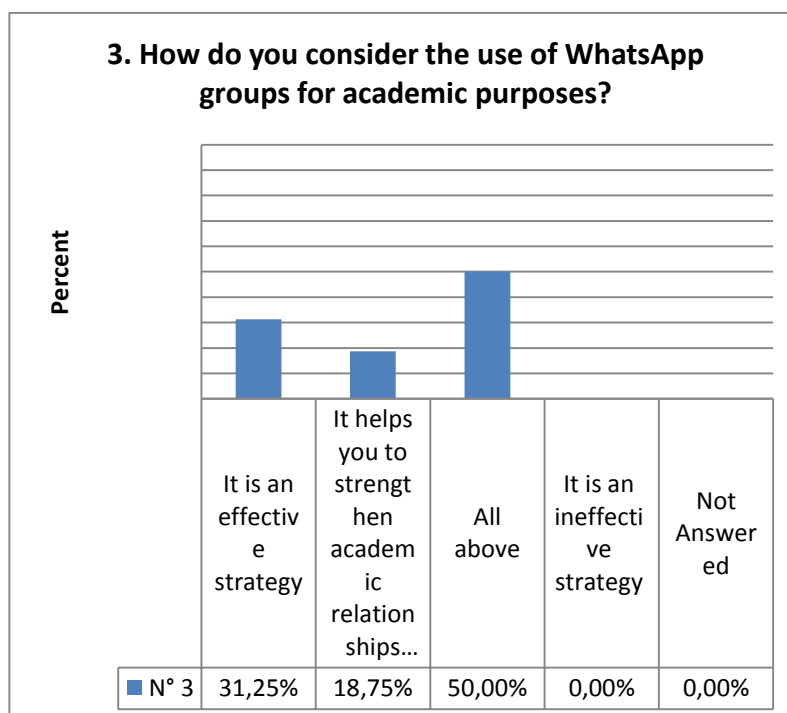
7.1 Results of the Questionnaire

In order to identify the kinds of academic activities students undertake when using WhatsApp and their perception towards this tool, the results of the questionnaire were grouped in some charts as follows.

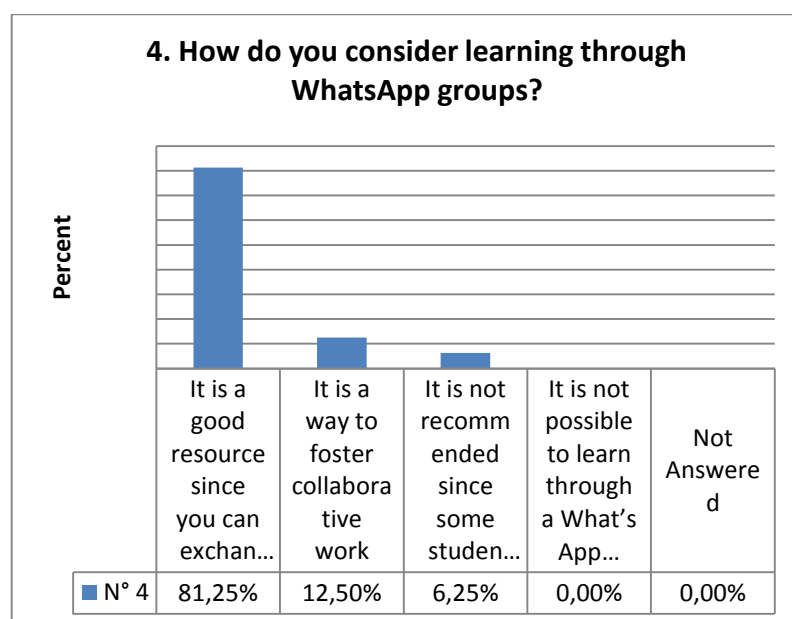


A way to validate what is the perception students have towards using mobiles as an academic resource, 62% of them consider that these devices

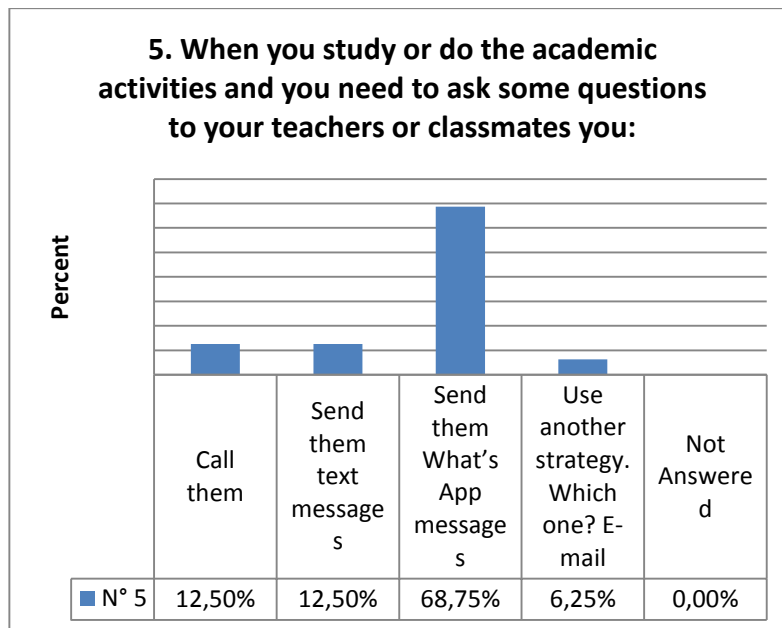
permit new ways to conceive the learning process. Meanwhile, 37, 50% of the students consider that mobiles allow students to develop new skills. These results remark what some experts have said regarding m-learning not just as the way in which you can use your device for learning purposes but also to the possibility to acquire any knowledge and skills through using mobile technology, anywhere and anytime (Garrison et al, 2000; Suanpang, 2012; Chiercher& Donolo, 2013; Bansal& Joshi, 2014). With these results, students go against the menace presented with regard to the disadvantages students may face when using mobiles with academic intentions, their behavior when using them, the possible distractions that might appear and the effects this can have in their academic performance (Olufadi, 2014). These results may mean that students appreciate the support mobiles represent in their learning process.



After living the experience of creating a WhatsApp group with academic purposes, 50% of students consider that this resource was an effective strategy and helped them to strengthen academic relationships among classmates. This answer was triangulated also with the findings in the interview where students valued how through this tool they had the opportunity to live a more enthusiastic and cooperative atmosphere with those students they just met in that class.

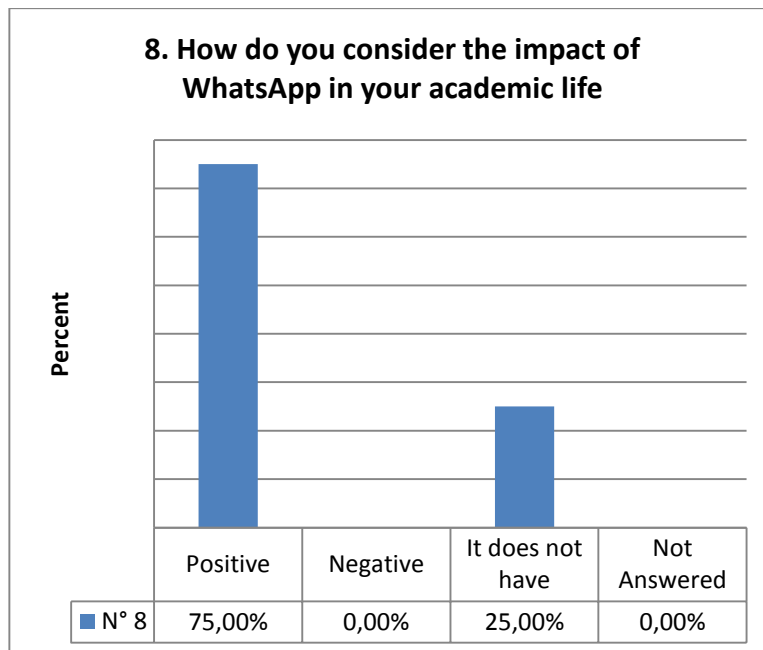


The 81, 25% of students consider that learning through WhatsApp group is a good resource since they can exchange ideas with their classmates. The 12, 50% thinks that learning through WhatsApp groups is a way to foster collaborative work. These results validate the perception presented in the first answer since this means that this strategy caused a positive impact on student's academic lives. This is also supported with some of the answers found in the interview where many students agreed on the fact that through WhatsApp they had the opportunity to exchange ideas among peers and even clarify some concepts or ideas taken from the classes. For many of them, this was like still being inside the classroom but virtually.



Considering that the 68, 75% of students coincide with the use of WhatsApp as the preferred means to ask for any academic clarification, it can be easily understood that this is the favorite application and the most popular for students and it may be said that this is an effective way to approach students regarding their learning process.

This validates what is established in a Hindu research that presents WhatsApp as the most popular application not only for students but also for teachers who can make clarifications even outside the classroom (Yeboah & Ewur, The Impact of Whatsapp Messenger Usage on Students Performance in Tertiary Institutions in Ghana, 2014).



With regard to the impact WhatsApp has in student's academic lives, 75% of them agreed on the fact that it is positive. This can be supported in some of the answers given in the interviews which say that through this application they had the opportunity to clarify concepts from their classes. This is reinforced with the research made by Bouhnik and Deshen (2014) who identified this application as the one that encourages cooperation because it helps students to satisfy their needs no matter physical or distance boundaries.

7.2 Results of the Interview

One of the instruments applied to explore the perception students had when using this tool, was an interview. This was designed through questions that pointed to aspects such as their feelings when participating in this chat group, if this activity represented any advantage in their life as students, the time they spent to interact with classmates and teacher, if it was useful for them as students and if this strategy strengthens the relationship among participants, among other questions. Based on the

frequency of the answers, some emergent categories were established. Thus, perception, time of interaction, meaningful learning, usefulness of the tool and interaction itself were the categories that emerged from the student's answers. The emergent categories were identified as it is seen in the following table:

Table 3. Interview: Emergent Categories

PERCEPTION	TIME OF INTERACTION	MEANINGFUL LEARNING	USEFULNESS OF THE TOOL	INTERACTION
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7.2.1 Perception

With regard to perception, all the students said that they felt comfortable when participating in the WhatsApp group chat. They added that they liked this tool since it was an innovative strategy that reduced the possibilities for them to get confused with the academic activities since they had there the opportunity to interact with the teacher and ask him questions. Moreover, students added that through this tool they had the chance to share the ideas they did not have during the class or make further insights towards them what shows that the group chat was above all a space for reflection and not a social group, as one of the students replied,

“Al principio de la experiencia me sentí un poco aturdida pues nunca había utilizado una aplicación de esta clase para este tipo de experiencias. Con el tiempo, mi percepción cambió, pues este no era un grupo social sino un espacio de intercambio de ideas que me permitió expandir mi punto de vista acerca de la utilización que se le puede dar a las herramientas tecnológicas que tenemos a nuestra disposición.”

(Student 11)

They also mentioned that the fact of sharing ideas in English through their messages helped them to keep improving their communicative skills in this foreign language and they would like to repeat this experience in other classes. These answers

match with the results arisen by Bouhnik and Deshen (2014) who suggest in their research that through academic WhatsApp group chats students might keep learning even beyond class hours.

7.2.2 Time of interaction

Subsequently, the other emergent category was related to the time they spent interacting in the group chat. Students agreed with the fact that the time varied depending on the activity. They reported that considering their contributions, sometimes, depended on the ones of their classmates, they needed to take the time to read carefully and think about extra ideas to complement or debate what was previously said. In essence, they mentioned that the average time was between 30 minutes to an hour for reading everyone's comments or simply it was according to the activity or the topic and the level of engagement it enhanced.

7.2.3 Meaningful learning

The following analysis belongs to the meaningfulness of this type of learning. All students considered that the way this strategy was implemented helped them to learn by using technology they had at hand as well as learning from reading and complementing the ideas of their partners. They pointed out the fact that they were manipulating these artifacts almost all the time for anything different to educational purposes and the possibility to learn how to take advantage of them as a learning tool raised their level of motivation to the point that some of them were considering the implementation of the same strategy in their life as future teachers (Kim, Rueckert, Kim & Seo, 2013).

“Definitivamente el uso de esta red social la consideré como un aprendizaje significativo. Y lo planeo usar como futura docente.”
(Student 4)

What they consider as valuable in this category is using technology as a supportive tool, as an opportunity to learn (Premadasa& Meegama, 2013).

“Aplicar la tecnología como herramienta de aprendizaje es bastante efectivo ya que en los últimos tiempos casi todas las personas gastamos más tiempo utilizando aparatos electrónicos.”

(Student 7)

7.2.4 Usefulness of the tool

In the case of the category related to the usefulness of the tool, the students defined it as a very useful one since it helped them to clarify concepts and ask further questions even being outside classroom.

“Fue algo extraño al principio, pues nunca lo había hecho, pero luego resultó ser muy útil, pues los foros me ayudaban a entender o a clarificar algunos conceptos que no me habían quedado totalmente claros en la clase.”

(Student 2)

“Era una ventaja, porque llegaban a cualquier hora mensajes interesantes sobre la temática de la clase que me hacían estar pendiente y atenta, recibiendo y aportando conocimientos sobre el tema tratado en su momento.”

(Student 9)

It was also used to share any kind of information, to present an excuse in the case of an absence or to give to the teacher or students information about any event. They argued that this tool facilitated communication among participants in the class and

it created a closer connection with teacher and classmates. All these ideas are coherent with the ones depicted by Kim, Lee and Kim (2014).

7.2.5 Interaction

The last emergent category identified through the interview was related to interaction among teacher and students and student- student.

One of the most remarkable answers given by students regarding this category has to do with the close relationship between the activity itself and the collaborative learning promoted. Students found that through the WhatsApp group chat they had more opportunities to interact with the other classmates, even with those who were for the first time, sharing that class. This idea supports what is set by Bansal& Joshi (2014) towards the increasing interactivity among them and their learning materials.

“Claro que fortalece las relaciones entre los estudiantes. A través de Whatsapp interactué con compañeros con los que ni siquiera hablaba en las clases.”

(Student 1)

“Llegamos a conocer compañeros que jamás y nunca pensamos que estudiaban con nosotros”

(Student 3)

Even the ubiquitous feature of this activity was noticeable to students by remarking the possibility to access to information anywhere, anytime (Garrison et al, 2000; Suanpang, 2012; Chiercher & Donolo, 2013; Bansal & Joshi, 2014). This idea matches with this, the most remarkable characteristic of m- learning which combined with the application under study facilitates the learning process to the participants involved.

“Es una aplicación de uso constante que compromete a los estudiantes a intervenir en el grupo como si fuera un foro de discusión. La ventaja de hacerlo a través de what’s app es que está más al alcance de los participantes, las notificaciones no permiten que se te olvide interactuar y sólo se necesita de conexión a internet en el celular, por lo que aportar opiniones se puede realizar en cualquier momento o lugar.”

(Student 11)

Simultaneously, the concept of the Community of Practice is corroborated by students. In other words, through a CoP they share their interests, needs and their target through a discussion or any communicative issue to promote knowledge sharing and knowledge transmission (Barth, 2003; Lynn, 2014).

“Es una red social que utilizamos a menudo, no hay manera de que se olvide alguna tarea, o que no nos sintamos presionados a responder lo que tengamos que responder a través de él, pues al ver cómo nuestros compañeros responden o comentan en el grupo, nosotros sentiremos que también debemos hacerlo.”

(Student 2)

On the other hand, students recognize this activity as an interaction tool that can be helpful in their life as future teachers. It seems to be interesting that through all these different categories participants highlight how important this experience can be in their life as future teachers. This is a latent indicator that shows the positive impact this experience caused in them as pre- service teachers.

“Es una herramienta de interacción que va a la vanguardia de la tecnología y no la idealiza como enemiga sino que sirve a su vez como una estrategia que podemos utilizar a nuestro favor como futuros docentes.”

(Student 11)

“No podemos ir en contra de la tecnología, y haber aprendido a usar este medio me ha permitido a mí desarrollar actividades similares por el mismo medio, obteniendo resultados satisfactorios y enriquecedores a mi experiencia docente.”

(Student 11)

7.3 Results of conversation analysis

This section of the research will deal with the analysis done to the conversations held by students as a community of learning. At this point, it is important to mention that these conversations were analyzed in a very general way and according to their content and the tasks accomplished by students this community can be classified as activity center since they work together to solve a problem (Riel and Polin, 2004).

As it was depicted in the methodology, four chats were transcribed and divided in turns by participants. Depending on the posts of students, these chunks were classified as it was previously explained under the elements stated by Garrison, Anderson & Archer (2000).

As in a face- to- face class, the first chat shows the instructions given by the teacher. Here, it is possible to infer that she had explained previously in a class what the group had to do through the WhatsApp chat group. And this is seen when the teacher, as the administrator of the group, writes for the first time just to check if all the students

were added to the group as participants. After that, the professor reminds what they have to do and immediately students start interacting with her and with her classmates instead of asking for further explanations, as it can be seen in the example below:

Turn	Participant	Participation	Interaction Categories	Interaction Patterns
1	T	Hello, I'm just checking if I have everyone here	Teaching presence	Greeting
2	T	Welcome dear students, this is the forum designed to share our ideas regarding the topics studied	Teaching presence	Giving instructions
3	T	First of all, I want to invite you to share with us what are those ideas that have impacted you around assessment	Teaching presence	Giving instructions
4	S1	Keila Torres cambió el icono de este grupo	Social presence	Reinforce/ Approves
5	T	Thank you Keila. Nice pic	Teaching presence	Politeness

(Appendix D, Chat 1)

Once the teacher explains, a student reinforces by using an emoticon (thumb up) that is understood as an approval with regard to the activity that they were going to develop.

It is observable that students started posting their comments what was a signal that they were involved in the activity. However, if the four chats are compared one with the other, just by observing the amount of participation it is possible to conclude that there was an evolution through the activity. The first chat is compound by fourteen turns of simultaneous interaction between the teacher and a few students. Only five of them posted their comments the first time they were exposed to the activity and basically most of the turns belonged

to the teacher who was creating the environment to carry out the activity and at the same time giving the instructions. This can be seen in appendix C, Chat 1.

Another interesting point at the beginning of the activity has to do with the fact that students posted their ideas in a very isolated way. Even though each thread was related to the topic under study, there was no real interaction among students, they were not making comments related to the ones before what made difficult sometimes the analysis of them. They were just posting their ideas without making any comment related to the ones previously posted by their classmates. This is coherent with the idea exposed by Grogan (2015) when indicates that analyzing chats was a very complex task due to the multiple interweaving threads that were sometimes incoherent.

In fact, one of the students asked a question and the students who made a contribution after did not take into account that question. No one replied. It was as if they were not reading what the others have reported before. Once this happened, the teacher intervened inviting the students to answer the question of their peer.

7	S3	I think	Cognitive presence	Metacognitive statement
		that assessment refers to a process through which we as teachers can know how our students learn. That will let us establish the goals for them to accomplish.		Giving arguments
		But I have a question: what do we have to take into account to assess or how is this process done? That is something that is not clear for me.		Content question

		I think		Metacognitive statement
8	S4	assesments are important because we can see the process of our students, and search strategies to help them to become better	Cognitive presence	Giving arguments
9	S1	Shows picture thumb up	Social presence	Reinforce
10	T	It would be nice if someone could help Edwin with his question	Teaching presence	Direct instruction

(Appendix D, Chat 1)

Just when the teacher asked for an answer for Student's 3 question is when another student does it. The student who participated after Student 3 only wrote her opinion towards the topic under study and did not consider that number 3 was asking for clarification. Up to that moment, the sense of collaboration and real interaction was not observed.

In the following chats, an evolution is noticeable. The amount of participation of students increased ostensibly as well as the quality of their comments. They started not just posting their ideas but also really interacting with their classmates by answering questions, agreeing with the other's ideas, clarifying or complementing content. At this point the sense of collaboration started to increase and it is seen in the following example:

Turn	Participant	Participation	Interaction Categories	Interaction Pattern
1	S1	Profe, what should we write on the "position" space that appears on the registration format.. Student?	Cognitive presence	Asking for organization
2	S2	Hey, Tania, in that space I wrote "student" and I	Cognitive presence	Clarifying

		could send my registration		
3	S1	Oki! Thanks	Social presence	Giving thanks

(Appendix D, Chat 2)

Regarding the evolution of the contributions of the participants, as well as the construction of knowledge, Schellens and Valcke (2004) pointed, based on their research about the impact on cognitive processes through collaborative work in asynchronous discussion groups, that interaction in discussions is activity or task oriented and it reflects how knowledge is built by phases.

Thus, it is normal to see that at the beginning students were very subtle in their participations and once they got involved in the activity through real interaction with classmates they were building knowledge as a community, hence, their contributions were deeper.

Turn	Participant	Participation	Interaction Categories	Interaction Pattern
19	S4	Hi. I'm going to talk about the film.	Social presence	Greeting
		First of all, I believe that it confirms the importance of the role of the teacher, not only in education, but also in society. We know that a teacher has a lot of roles in teaching-learning process but the film shows us that the most important one is the teacher as MOTIVATOR.	Cognitive presence	Giving arguments/ Justifying
		I mean, for us, as future teachers, it's not enough to teach, we have to encourage students and develop in them a desire to learn.		Reflecting

		That's what I think make the process simpler, not easy, but less complicated.		
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(Appendix D, Chat 2)

At this point it is noticeable that when starting the analysis of these conversations, chats were lineal. Their participations were not deep as it was mentioned above but when they were really motivated and involved in the activity, their posts were full of deeper insights that were the result of a real learning process. Each chunk had to be divided into several pieces according to the presence (Garrison, 2000) they belong to and the indicator of each one. Thus, each post was divided into several parts as it was needed. In the example above, it is observed how one idea needs to be divided in five parts according to what is expressed.

19	S12	I believe	Cognitive presence	Metacognitive statement
		this movie is enjoyable for both teachers and people who do not work in the education field. It shows valuable education in the way it should be applied. The teacher manages to light his students' fire and set them into motion. After long lives of being mere passive learners, they choose to get into action and		Expressing opinion
		I believe		Metacognitive statement
		that's what good education is all about. They become owners of		Reflecting

Turn	Participant	Participation	Interaction Categories	Interaction patterns
		their own education even if they do not see it as learning a subject in a class.		
		I will post my second observation after seeing the rest of the movie which I unfortunately haven't had time to look for.		Individual responsibility

(Appendix D, Chat 3)

Another example shows also how they interact considering the ideas of their classmates; they started to create knowledge as a community. Knowledge was built on other's responses (Tan & Tan, 2006).

		I agree with Carlos.	Social presence	Approves
		The film shows us a traditionally education what makes students not develop what they want.		
		I think that's always the problem in Colombia.		Metacognitive statement
		Usually teachers, not all of them, teach only because they have to, but not because they really want to transmit what they know. And this could be also a problem. Because if we as teachers, are not	Cognitive presence	Expressing opinions/ Reflecting
23	S7			

		interested in what we are going to teach, neither the students are going to feel interested.		
		As Francis have written,	Social presence	Approves
		the way we are, our behaviors or how we teach are very important points because we are models and they are going to be seeing what we are doing influencing them.	Cognitive presence	Expressing opinions/ Common responsibility/ Reflecting

(Appendix D, Chat 3)

In the example above it is clearly seen that their ideas are the result of a process of reflection, of interaction with their classmates. They read the previous posts and based on them started to write their own. Here, the pattern of *Expressing opinion/ Common responsibility/ Reflecting* started to appear once and again through the whole analysis of the conversations and it can be seen in different examples as follows:

		Great remark dear friend,	Social presence	Stimulates
		though we do our best as teachers not all people are going to reckonize our efforts above all teenagers cause they're more afraid of what would happen.	Cognitive presence	Reinforces Explains
		That's why I love so much more teaching children,	Social presence	Open communication
		they more grateful than adolescents. They wave you wherever they see you and even talk to their parents about how good or bad teachers teach.	Cognitive presence	Expressing opinions/ Reflecting
28	S7			

(Appendix D, Chat 3)

2	S1	I watched the film already, It was wonderful, really liked it	Social presence	Open communication
		because it show many things about the differents point of view of the education and the importance and influence of one teacher in their students.		Giving arguments
		Our roule how teacher is not only give knowledge is add value to their lives through our own life, is gives importance not only how students but how people who have feelings,, needs and dreams.	Cognitive presence	Expressing opinions/ Common responsibility/ Reflecting
		(sorry for not writing before) by Dina c.	Social presence	Apologizing/ Individual responsibility

(Appendix D, Chat 4)

With these examples the concept of the community of practice (CoP) is validated again considering, as Swift (2014) does in her research about the role online CoP fulfills in the educational system, that one of its features is the relationship developed between the participants and the way they construct building after being aware that they all belong to a culture that guarantees mutual understanding.

8. DISCUSSION

The analysis presented above is meaningful after a compare and contrast process derived from the findings based on the instruments applied and that is the purpose of the triangulation that will appear in this section. It is important to mention beforehand that this research was not done to be in favor or against the use of WhatsApp chat groups with academic purposes. Rather it was carried out to analyze the use students give to this tool in their learning environment, how they interact with their peers through this app identify the kind of activities they undertake when using it and their perception of it. The reflection of the analysis will be presented in three parts matching each specific objective with the correspondent instrument applied.

Regarding the activity carried out with the creation of the WhatsApp chat group with academic purposes in the “Estrategias Recientes de Enseñanza y Aprendizaje de una Lengua Extranjera” class and the analysis done to the questionnaire, the interview and the analysis of conversations it is coherent to say that this tool represented a help for the students. Based on a triangulation of the findings in the instruments already mentioned, students used the WhatsApp chat group as the appropriate means to ask content questions, clarify concepts and presents their ideas. This last, was the activity that appeared constantly in the analysis of conversations and it matches with the answers given in the interview and questionnaire with regard to the reasons they had to use WhatsApp. They pointed out that one of the reasons they had to use this tool was to develop academic work. They also replied that sending WhatsApp messages was the activity they preferred to ask for clarifications or any other issue

related to the academic work. This matches with what is observed in the conversation analysis, every time they needed to ask for things related to the activities to develop in the following classes; they sent an instant message through the WhatsApp group.

Also, This finding is in sync with the ideas stated by Kim, Lee & Kim (2014) in their study about the effects mobile instant messaging have in collaborative learning, in this work, it is considered that working collaboratively better outcomes are achieved. Therefore, besides the activities already mentioned, such as asking content questions and presenting new ideas, students used the WhatsApp chat group as a reminder for contextual issues or just to establish contact with their peers. This finding is consistent with the results presented by Kukulska- Hulmes & Petit (2009) in their research about the emerging practices given to mobile devices for learning, leisure and work.

What is remarkable here is that to carry out these academic activities students did not need the continuous presence of the teacher whose participation was limited to give direct instructions or to make some comments to keep the level of motivation of them. In traditional classes, it is usually the teacher who has the control of the process and the one who manages the participation of students.

On the contrary, in this activity, in the WhatsApp chat group, the students were the ones who decided when and how to participate. It is coherent with Park (2011) who states that the way instructors controlled structure and dialogue in learning processes has evolved to something that now students can handle through not only teacher- learner interaction, but learner- learner interaction.

Concerning the interaction patterns that appeared throughout the chats analyzed it was observed that all the interactions of students were based on the elements stated by Garrison (2000) as it was previously explained. The cognitive, social and teaching presence were the interaction categories that supported the analysis. In relation to the interaction patterns that were constant during their conversations, a pattern is observed.

All the conversations started with the teaching presence by the indicator of the teacher giving direct instructions related to the activity to carry out. Students already knew what they had to do (Interact with classmates via WhatsApp chat group) but they were always ready to receive the instructions depending on the topic. Once it happened, they began posting their ideas. At the beginning, all chats began with a student expressing his/ her ideas in isolation but to the extent that the rest of the class started to read the contributions, the reflections were deeper and they ask the whole group to develop a sense of common responsibility as they were in training teachers.

The persistent pattern evident in the conversation analysis was structured by a statement that represented cognitive presented through the interaction pattern based on a metacognitive statement such as *I think* or *I believe*, then they presented their arguments or justified their ideas; next, ask for a sense of common responsibility and last a reflection.

The social presence was shown through frequent approval to the other classmates. In lots of interventions the presence of the sentence *I agree with you* followed by further reflection became a pattern throughout the chats. These interaction patterns gave the researcher the opportunity to see the evolution of the students regarding the activity. Students started by showing a “cold” participation in which it seemed to be just the obligation to do it because it was a requirement of the teacher, but as time passed their level of motivation was rising and it was proved through the increasing amount of turns in each chat, as well as the quality of the ideas posted.

Moreover, at the beginning of the activity students were posting ideas to fulfill the requirement, only by following the directions of the teacher but as they were involved in it, their posts started to be based on the ideas previously sent by the other students, reading the others and making further reflection based on them. It means it was not just by following the instructions but also building knowledge as a community, sharing the ideas to help the others and oneself to enrich everyone’s learning process.

On the other hand, WhatsApp has become one of the most popular applications among people and one of the reasons is the possibility any group of people has to be connected anywhere, anytime as a team (Bouhnik & Deshen, 2014). It is interesting to analyze the impact a tool like this has regarding the perception of students involved in this research work. As well as in the questionnaire, the interview had a few questions addressed to find out how students felt towards this strategy and according to the findings, it is possible to say that the perception is compatible with the answers they gave and the attitude they assumed during the implementation of the WhatsApp chat group.

In the questionnaire, the question referred to how they considered learning through WhatsApp groups, the 81, 25% of students answered that it was a good resource since it helped them to exchange ideas with their classmates, as well as the 12, 50% who considered that through this tool it was possible to foster collaborative learning. Examining critically the percentage correspondent to these questions is easy to infer that since any point of view questions like this are directed to find out the perception towards the subject under study.

A similar finding is seen within the interview when at the beginning there was a question related to the way they felt when working with the WhatsApp chat group with academic purposes. The responses were totally in harmony with the findings presented towards this topic in the questionnaire. Almost all the students mentioned how comfortable they felt with this tool and how helpful it was in their lives as students.

The most repeated answer about how much they liked it had to do with the possibility to learn and keep connected with the class even though they were outside the classroom (Ngaleka & Uys, 2013). The same is observed in statements related to how meaningful it was and the way it helped them to build knowledge as a community.

The feeling shared not beyond this group of students is congruent with Shane, Murphy & Drew (2014) who in their study about the uses university students give to mobile devices, found out that the students' perspective regarding the use of this kind of technology is coherent with the sense that through mobiles students optimize their learning process as well as increase their engagement with it which obviously derives in better outcomes.

On the other hand, the analysis of conversations supports what has been said previously in relation to the perception. Students did not express it literally but the way they participated and their level of engagement with the task is an indicator that turns out to be the way they perceived the activity itself. The increasing level of engagement can be inferred through the rising participation of students in the chats. Otherwise, it would have been a failure.

9. CONCLUSIONS

The implementation of mobile devices in the classroom seems to be an interesting feature to respond the way the educational system is evolving. Nevertheless, considering applications that help not only teachers but also students to facilitate the teaching and learning process even outside the classroom turns out to be an innovative trend that derives in better outcomes for both. The implementation of a WhatsApp chat group with academic purposes as a helpful tool for the students enrolled in the “Estrategias Recientes de Enseñanza y Aprendizaje de una Lengua Extranjera” class, represented a step given to combine technology with an innovative methodology addressed to enrich the learning process of students. Nevertheless, it is important to consider that the implementation of a similar strategy requires keeping clear the goals the teacher wants to achieve as well as the plan to carry it out.

The purpose of this research was to analyze the characteristics of WhatsApp interactions of undergraduate students. Hence, it was a must to go deeply in the analysis of the perception students had when using this app with academic purposes, describe the interaction patterns used in their conversations through this app and the kind of activities they undertook when using it. Reaching these goals entailed a lot of work that was achieved through the implementation of some instruments that produced some results that were consistent with those ideas stated by researchers such as Bouhnik & Dshen (2014) with regard to the advantages this app represents to students or Nkgaleka & Uys (2013) about how this kind of activities increase learning through collaborative

work. Moreover, these results matched with the ones presented by Bansal & Joshi (2014) regarding how interesting and useful was for students the opportunity to learn through WhatsApp.

In relation to the limitations faced to carry out this research work, it is necessary to mention that the field of learning with mobile devices, specifically with apps like WhatsApp have not been studied thoroughly, hence, having a wide variety of references to make further study was not possible.

Nonetheless, the material found was enough to analyze, make comparisons and conclusion regarding this experience and the ones lived in places like India, Australia, USA and Korea, among others. Unfortunately, it was not possible to find any research related to learning with WhatsApp in our Colombian context, yet, which could be interesting considering how popular is this app among people of all ages. Future studies are suggested with regard to this topic and it would be interesting to carry out a research work which analyzes deeply the role the instructor plays when participating in a WhatsApp chat group with academic purposes and how it may condition the way students interact.

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APPENDICES

APPENDIX A**Questionnaire to Students****STUDENT 1****AGE: 20****GENDER: Male**

You will find here some questions that ask for the role of mobiles in your life as a student, the way you assume its use for academic purposes and its responsibilities.

Read them carefully and answer them being as sincere as you can.

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. **Always**
 - B. **Sometimes**
 - C. **Almost never**
 - D. **Never**

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills**
 - C. **Is a risk since students may not concentrate**
 - D. **Is a waste of time**

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. **It is an effective strategy**
 - B. **It helps you to strengthen academic relationships among classmates**
 - C. All above**
 - D. **It is an ineffective strategy**

4. **How do you consider learning through WhatsApp groups?**
 - A. It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work**

- C. It is not recommended since some students assume this tool as a way to bother classmates
- D. It is not possible to learn through a WhatsApp group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**

- A. Call them
- B. Send them text messages
- C. **Send them WhatsApp messages**
- D. **Use another strategy. Which one? E-mail**

6. **Among the reasons you have to use What's App are:**

- A. **Academic work**
- B. **Chatting with friends**
- C. **General information**
- D. **Talk to your family**

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. 3-5
- C. **5-7**
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive**
- B. Negative
- C. It does not have

STUDENT 2**Male**

- 1. Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. Sometimes**
 - C. Almost never
 - D. Never

- 2. The idea of using mobiles as an academic resource:**
 - A. Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

- 3. How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates**
 - C. All above
 - D. It is an ineffective strategy

- 4. How do you consider learning through WhatsApp groups?**
 - A. It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a WhatsApp group

- 5. When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. Send them WhatsApp messages**
 - D. Use another strategy. Which one?

- 6. Among the reasons you have to use WhatsApp are:**
 - A. Academic work
 - B. Chatting with friends**
 - C. General information

- D. Talk to your family
- 7. How much time do you spend on WhatsApp?**
- A. 1- 2 hours per day
 - B. 3-5**
 - C. 5-7
 - D. Over 8 hours per day
- 8. How do you consider the impact of WhatsApp in your academic life**
- A. Positive**
 - B. Negative
 - C. It does not have any impact on you

STUDENT 3**Male**

1. Have you ever used your mobile devices to help you with your academic tasks?

- A. Always
- B. Sometimes**
- C. Almost never
- D. Never

2. The idea of using mobiles as an academic resource:

- A. Permits new ways to conceive the learning process
- B. Allows students to develop new skills**
- C. Is a risk since students may not concentrate
- D. Is a waste of time

3. How do you consider the use of WhatsApp groups for academic purposes?

- A. It is an effective strategy
- B. It helps you to strengthen academic relationships among classmates
- C. All above**
- D. It is an ineffective strategy

4. How do you consider learning through WhatsApp groups?

- A. It is a good resource since you can exchange ideas with your classmates**
- B. It is a way to foster collaborative work
- C. It is not recommended since some students assume this tool as a way to bother classmates
- D. It is not possible to learn through a What's App group

5. When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:

- A. Call them
- B. Send them text messages
- C. Send them What's App messages
- D. Use another strategy. Which one? I usually send a whatsapp message but I use Email with academic purposes.**

6. Among the reasons you have to use WhatsApp are:

- A. Academic work
- B. Chatting with friends**
- C. General information
- D. Talk to your family

7. How much time do you spend on WhatsApp?

- A. 1- 2 hours per day
- B. 3-5**
- C. 5-7
- D. Over 8 hours per day

8. How do you consider the impact of WhatsApp in your academic life

- A. Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 4
Female

- 1. Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. Sometimes**
 - C. Almost never
 - D. Never

- 2. The idea of using mobiles as an academic resource:**
 - A. Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

- 3. How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates
 - C. All above**
 - D. It is an ineffective strategy

- 4. How do you consider learning through WhatsApp groups?**
 - A. It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

- 5. When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. Send them What's App messages**
 - D. Use another strategy. Which one? _____

- 6. Among the reasons you have to use WhatsApp are:**
 - A. Academic work
 - B. Chatting with friends
 - C. General information**
 - D. Talk to your family

- 7. How much time do you spend on WhatsApp?**
 - A. 1- 2 hours per day

- B. 3-5
- C. 5-7**
- D. Over 8 hours per day

8. How do you consider the impact of WhatsApp in your academic life

- A. Positive
- B. Negative
- C. It does not have any impact on you**

STUDENT 5**FEMALE**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. **Sometimes (X)**
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process (X)**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. **It is an effective strategy (X)**
 - B. It helps you to strengthen academic relationships among classmates
 - C. All above
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **(X) It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. **Send them What's App messages (X) (classmates)**
 - D. Use another strategy. Which one? _____ Teachers: I send them an E-mail_____

6. **Among the reasons you have to use WhatsApp are:**
 - A. Academic work
 - B. Chatting with friends
 - C. **General information (x)**
 - D. Talk to your family

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. 3-5
- C. **5-7 (X)**
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive (X)**
- B. Negative
- C. It does not have any impact on you

STUDENT 6**AGE: 22****GENDER: Female**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. **Always**
 - B. Sometimes
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates
 - C. **All above**
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a WhatsApp group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. **Send them WhatsApp messages**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use WhatsApp are:**
 - A. **Academic work**
 - B. **Chatting with friends** **ALL ANSWERS**
 - C. **General information**
 - D. **Talk to your family**

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. 3-5
- C. 5-7**
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life?**

- A. Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 7**AGE: 22****GENDER: F**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. **Sometimes**
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. **It is an effective strategy**
 - B. It helps you to strengthen academic relationships among classmates
 - C. All above
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. **Call them**
 - B. Send them text messages
 - C. **Send them What's App messages**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use WhatsApp are:**
 - A. **Academic work**
 - B. **Chatting with friends**
 - C. **General information**
 - D. **Talk to your family**

7. **How much time do you spend on WhatsApp?**
 - A. **1- 2 hours per day**

- B. 3-5
- C. 5-7
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 8**AGE: 19****GENDER: F**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. **Always (x)**
 - B. Sometimes
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. Permits new ways to conceive the learning process
 - B. **Allows students to develop new skills(x)**
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates
 - C. **All above (x)**
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. It is a good resource since you can exchange ideas with your classmates
 - B. **It is a way to foster collaborative work (x)**
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. **Send them What's App messages (x)**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use WhatsApp are:**
 - A. Academic work
 - B. **Chatting with friends(x)**
 - C. General information
 - D. Talk to your family

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. 3-5
- C. **5-7(x)**
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive(x)**
- B. Negative
- C. It does not have any impact on you

STUDENT 9**AGE: 20****GENDER: female**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. Sometimes
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. Permits new ways to conceive the learning process
 - B. Allows students to develop new skills**
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates**
 - C. All above
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. It is a good resource since you can exchange ideas with your classmates
 - B. It is a way to foster collaborative work**
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. Send them What's App messages
 - D. Use another strategy. Which one? All of the above. Call + email + any instant messaging app.**

6. Among the reasons you have to use What's App are:

- A. Academic work**
- B. Chatting with friends**
- C. General information**
- D. Talk to your family**

7. How much time do you spend on What's App?

- A. 1- 2 hours per day**
- B. 3-5**
- C. 5-7**
- D. Over 8 hours per day**

8. How do you consider the impact of What's App in your academic life

- A. Positive**
- B. Negative**
- C. It does not have any impact on you**

STUDENT 10**AGE: 23****GENDER: Female**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. **Sometimes**
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. **It is an effective strategy**
 - B. It helps you to strengthen academic relationships among classmates
 - C. All above
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. **Call them**
 - B. Send them text messages
 - C. Send them What's App messages
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use WhatsApp are:**
 - A. Academic work
 - B. **Chatting with friends**
 - C. General information
 - D. Talk to your family

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. **3-5**
- C. 5-7
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 11**Male**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. **Always**
 - B. Sometimes
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates
 - C. **All above**
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. **Send them What's App messages**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use WhatsApp are:**
 - A. **Academic work**
 - B. **Chatting with friends**
 - C. **General information**
 - D. **Talk to your family**

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. 3-5
- C. **5-7**
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 12**AGE: 25****GENDER: __Male__**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. **Sometimes**
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. **It is an effective strategy**
 - B. It helps you to strengthen academic relationships among classmates
 - C. All above
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. It is a good resource since you can exchange ideas with your classmates
 - B. **It is a way to foster collaborative work**
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. **Send them What's App messages**
 - D. Use another strategy. Which one? Email

6. **Among the reasons you have to use WhatsApp are:**
 - A. Academic work
 - B. **Chatting with friends**
 - C. General information
 - D. Talk to your family

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. **3-5**
- C. 5-7
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. **Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 13**AGE: 20****GENDER: female**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. **Always**
 - B. Sometimes
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. **Permits new ways to conceive the learning process**
 - B. Allows students to develop new skills
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates
 - C. **All above**
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. Call them
 - B. Send them text messages
 - C. **Send them What's App messages**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use What's App are:**
 - A. **Academic work**
 - B. Chatting with friends
 - C. General information
 - D. Talk to your family

7. **How much time do you spend on WhatsApp?**

- A. 1- 2 hours per day
- B. 3-5
- C. 5-7**
- D. Over 8 hours per day

8. **How do you consider the impact of WhatsApp in your academic life**

- A. Positive**
- B. Negative
- C. It does not have any impact on you

STUDENT 14

AGE: 21

GENDER: ___Female_____

1. Have you ever used your mobile devices to help you with your academic tasks?

- A. Always
- B. Sometimes**
- C. Almost never
- D. Never

2. The idea of using mobiles as an academic resource:

- A. Permits new ways to conceive the learning process**
- B. Allows students to develop new skills
- C. Is a risk since students may not concentrate
- D. Is a waste of time

3. How do you consider the use of WhatsApp groups for academic purposes?

- A. It is an effective strategy
- B. It helps you to strengthen academic relationships among classmates**
- C. All above
- D. It is an ineffective strategy

4. How do you consider learning through What's App groups?

- A. It is a good resource since you can exchange ideas with your classmates**
- B. It is a way to foster collaborative work
- C. It is not recommended since some students assume this tool as a way to bother classmates
- D. It is not possible to learn through a What's App group

5. When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:

- A. Call them
- B. Send them text messages**
- C. Send them What's App messages
- D. Use another strategy. Which one? _____

6. Among the reasons you have to use WhatsApp are:

- A. Academic work
- B. Chatting with friends**
- C. General information
- D. Talk to your family

7. How much time do you spend on WhatsApp?

- A. 1- 2 hours per day
- B. 3-5
- C. 5-7**
- D. Over 8 hours per day

8. How do you consider the impact of WhatsApp in your academic life

- A. Positive
- B. Negative
- C. It does not have any impact on you*

STUDENT 15AGE: 21 GENDER: Female

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. Always
 - B. **Sometimes**
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. Permits new ways to conceive the learning process
 - B. **Allows students to develop new skills**
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. **It is an effective strategy**
 - B. It helps you to strengthen academic relationships among classmates
 - C. All above
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
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 - A. Call them
 - B. Send them text messages
 - C. **Send them What's App messages**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use What's App are:**
 - A. **Academic work**
 - B. Chatting with friends
 - C. General information
 - D. Talk to your family

7. **How much time do you spend on WhatsApp?**
- A. 1- 2 hours per day
 - B. **3-5**
 - C. 5-7
 - D. Over 8 hours per day
8. **How do you consider the impact of WhatsApp in your academic life**
- A. Positive
 - B. Negative
 - C. **It does not have any impact on you**

STUDENT 16**AGE: 20****GENDER: F**

1. **Have you ever used your mobile devices to help you with your academic tasks?**
 - A. **Always**
 - B. Sometimes
 - C. Almost never
 - D. Never

2. **The idea of using mobiles as an academic resource:**
 - A. Permits new ways to conceive the learning process
 - B. **Allows students to develop new skills**
 - C. Is a risk since students may not concentrate
 - D. Is a waste of time

3. **How do you consider the use of WhatsApp groups for academic purposes?**
 - A. It is an effective strategy
 - B. It helps you to strengthen academic relationships among classmates
 - C. **All above**
 - D. It is an ineffective strategy

4. **How do you consider learning through WhatsApp groups?**
 - A. **It is a good resource since you can exchange ideas with your classmates**
 - B. It is a way to foster collaborative work
 - C. It is not recommended since some students assume this tool as a way to bother classmates
 - D. It is not possible to learn through a What's App group

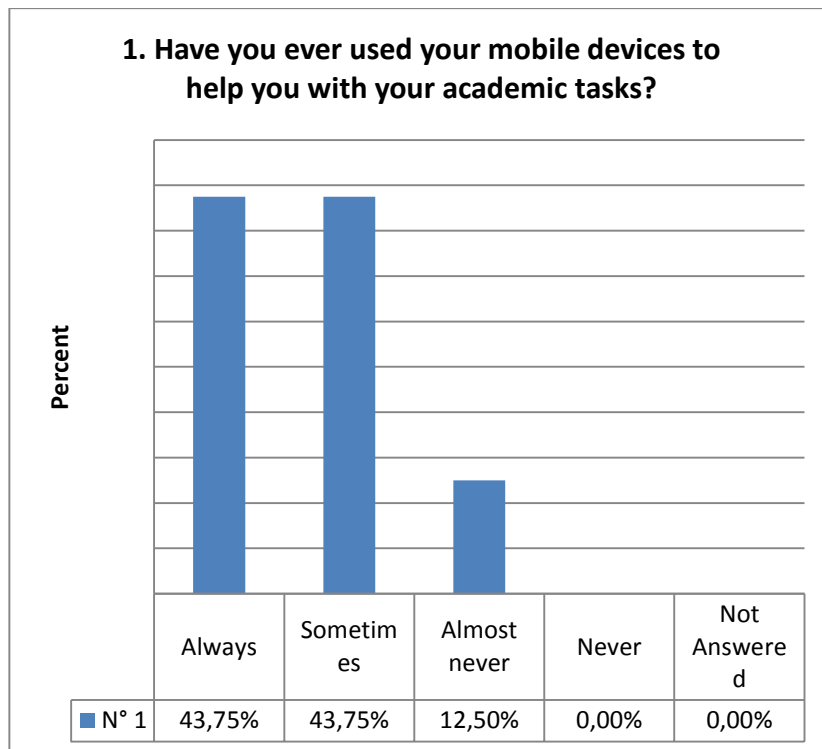
5. **When you study or do the academic activities and you need to ask some questions to your teachers or classmates you:**
 - A. **Call them**
 - B. Send them text messages
 - C. **Send them What's App messages**
 - D. Use another strategy. Which one? _____

6. **Among the reasons you have to use WhatsApp are:**
 - A. **Academic work**
 - B. **Chatting with friends**
 - C. **General information**
 - D. **Talk to your family**

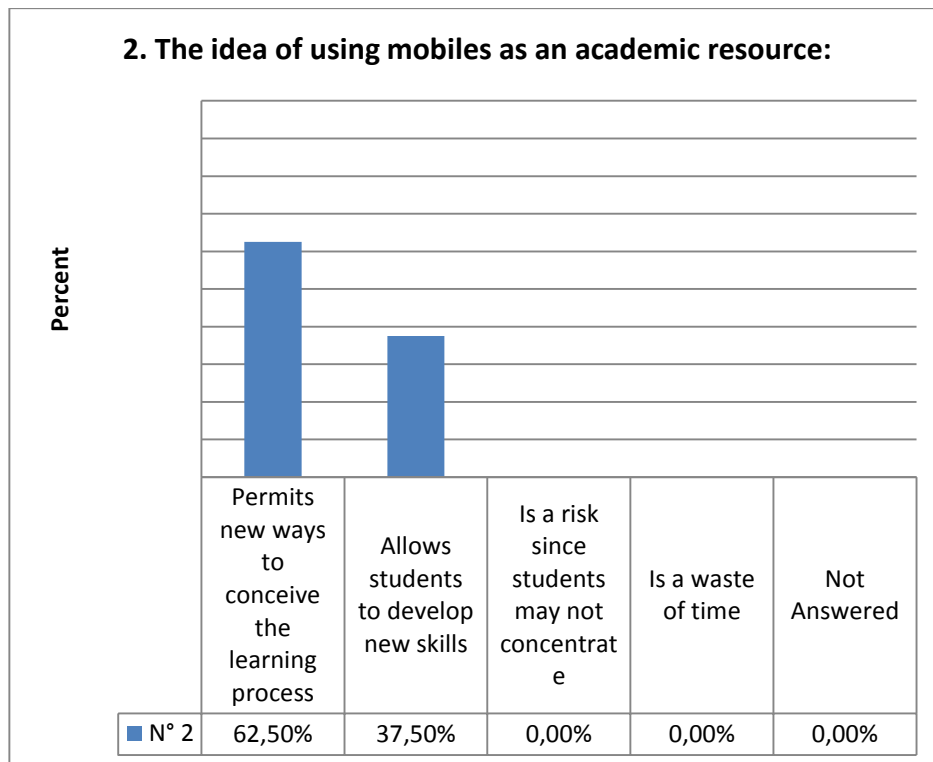
7. **How much time do you spend on WhatsApp?**
- A. 1- 2 hours per day
 - B. 3-5
 - C. 5-7
 - D. **Over 8 hours per day**
8. **How do you consider the impact of WhatsApp in your academic life**
- A. **Positive**
 - B. Negative
 - C. It does not have any impact on you

APPENDIX B

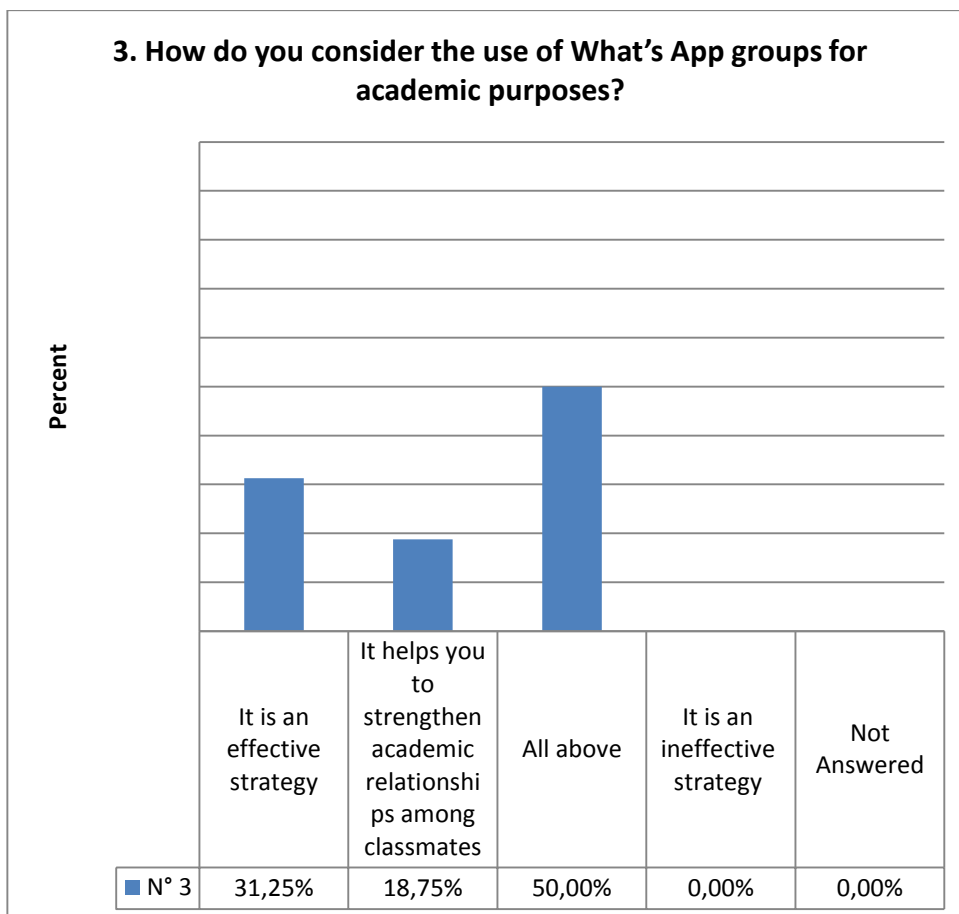
Results of Questionnaire- Charts



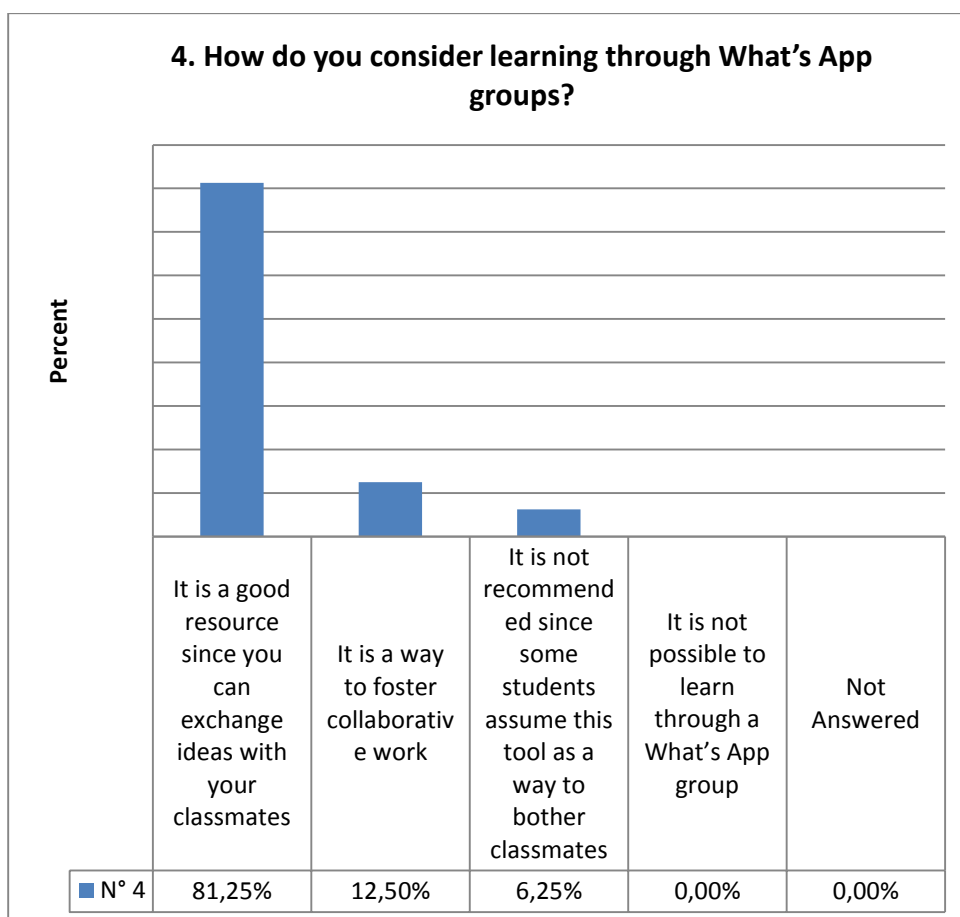
	Respuestas	Cantidad	Porcentaje
N° 1	Always	7	43,75%
	Sometimes	7	43,75%
	Almost never	2	12,50%
	Never	0	0,00%
	Not Answered	0	0,00%
	Total	16	100,00%



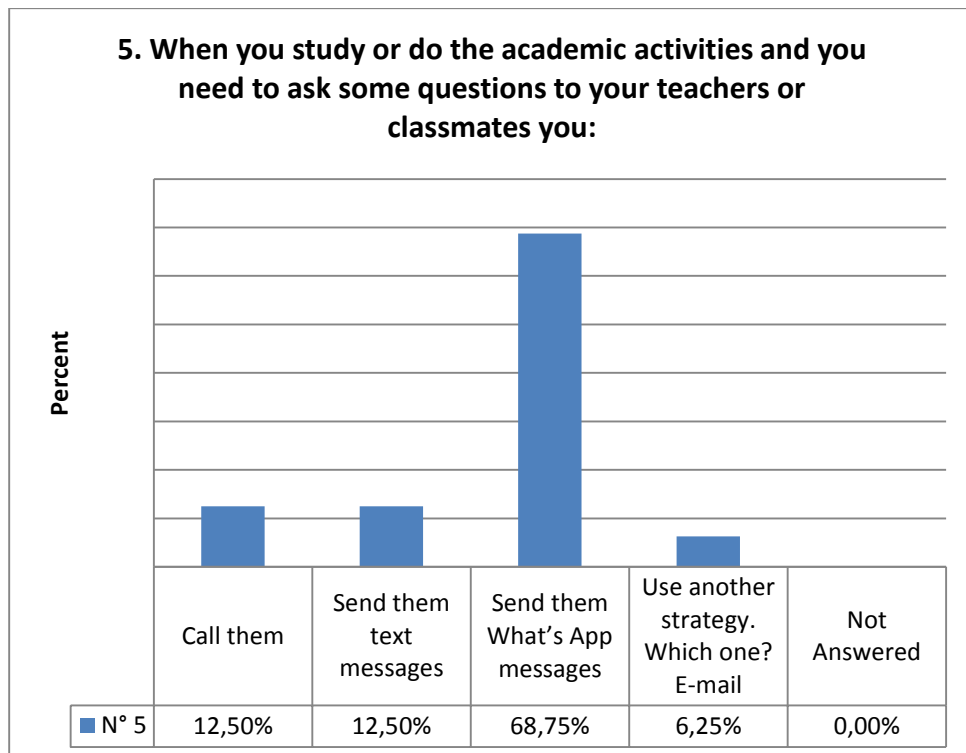
N°	Respuestas	Cantidad	Porcentaje
	2	Permits new ways to conceive the learning process	10
Allows students to develop new skills		6	37,50%
Is a risk since students may not concentrate		0	0,00%
Is a waste of time		0	0,00%
Not Answered		0	0,00%
Total		16	100,00%



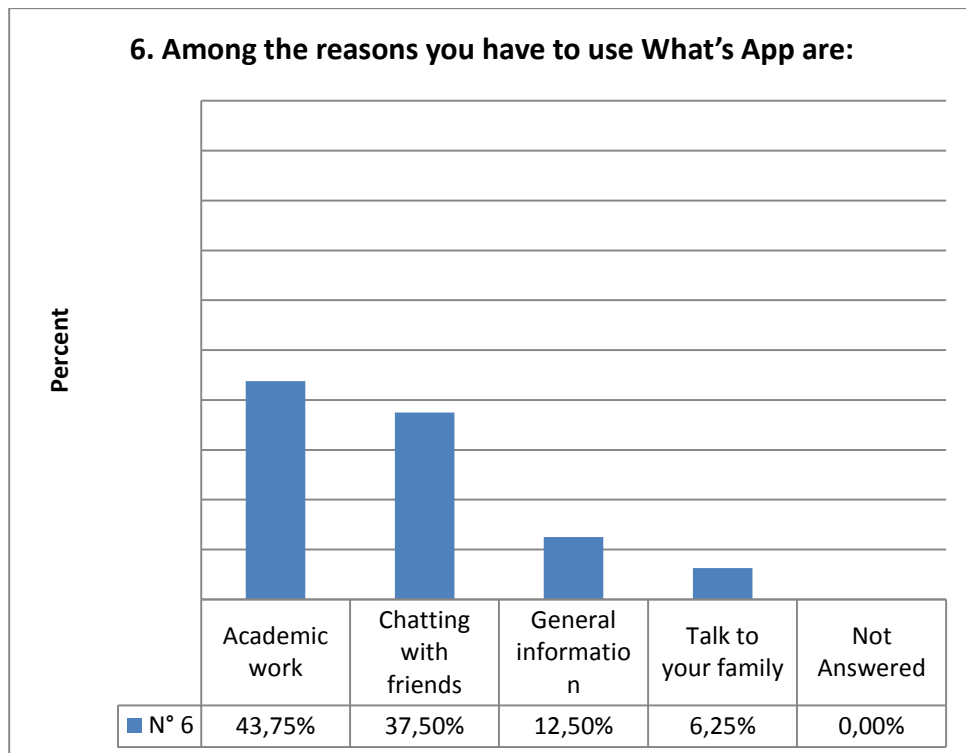
N° 3	Respuestas	Cantidad	Porcentaje
	It is an effective strategy	5	31,25%
	It helps you to strengthen academic relationships among classmates	3	18,75%
	All above	8	50,00%
	It is an ineffective strategy	0	0,00%
	Not Answered	0	0,00%
	Total	16	100,00%



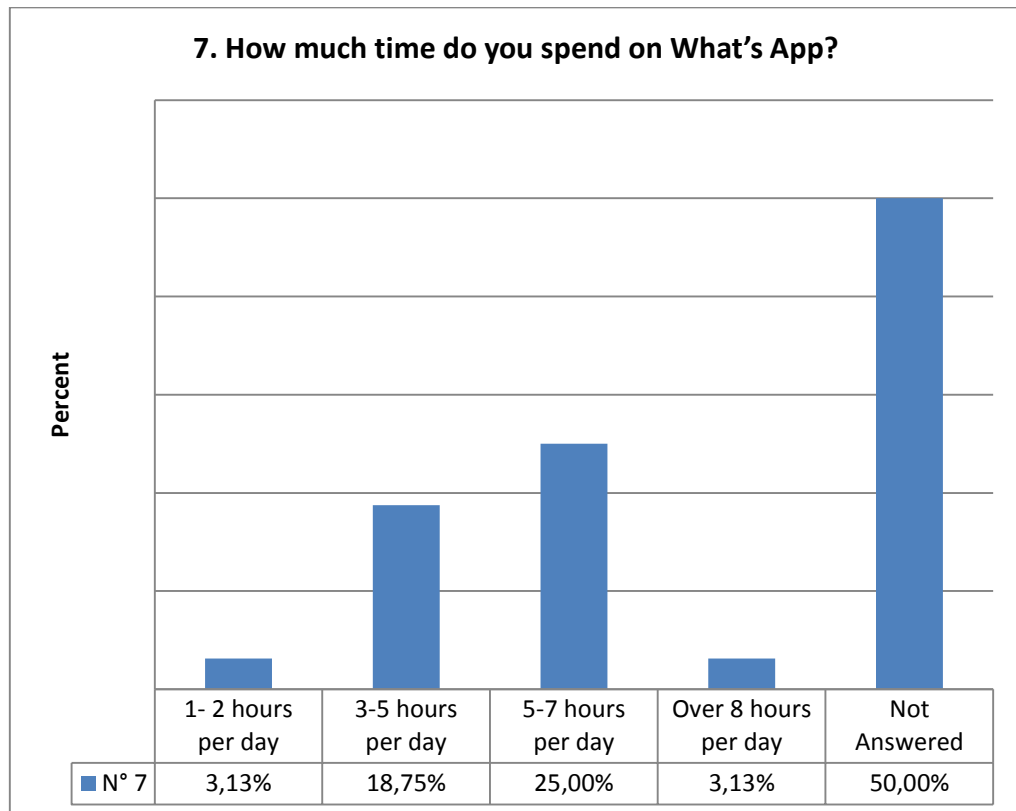
	Respuestas	Cantidad	Porcentaje
N° 4	It is a good resource since you can exchange ideas with your classmates	13	81,25%
	It is a way to foster collaborative work	2	12,50%
	It is not recommended since some students assume this tool as a way to bother classmates	1	6,25%
	It is not possible to learn through a WhatsApp group	0	0,00%
	Not Answered	0	0,00%
	Total	16	100,00%



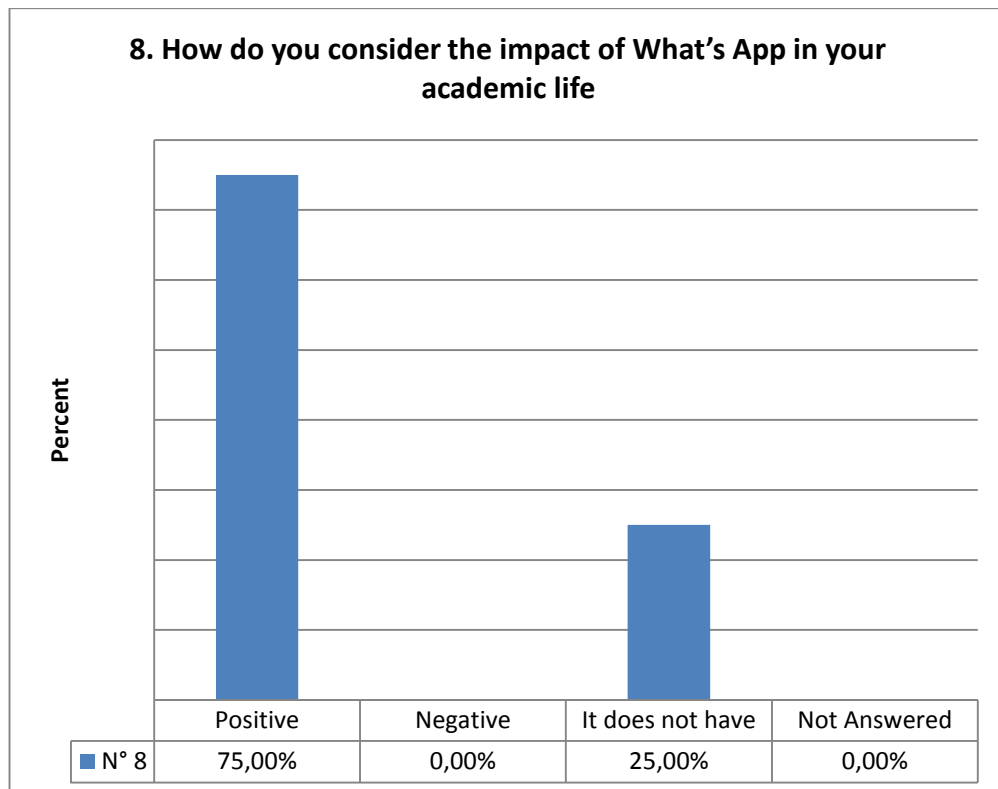
	Respuestas	Cantidad	Porcentaje
N° 5	Call them	2	12,50%
	Send them text messages	2	12,50%
	Send them What's App messages	11	68,75%
	Use another strategy. Which one? E-mail	1	6,25%
	Not Answered	0	0,00%
	Total	16	100,00%



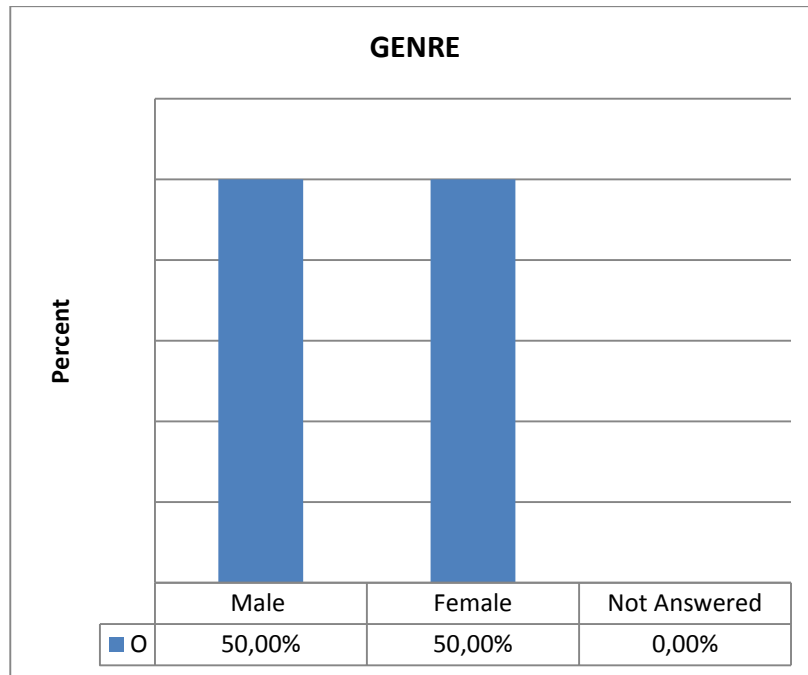
	Respuestas	Cantidad	Porcentaje
N° 6	Academic work	7	43,75%
	Chatting with friends	6	37,50%
	General information	2	12,50%
	Talk to your family	1	6,25%
	Not Answered	0	0,00%
	Total		16



N° 7	Respuestas	Cantidad	Porcentaje
	1- 2 hours per day	1	3,13%
	3-5 hours per day	6	18,75%
	5-7 hours per day	8	25,00%
	Over 8 hours per day	1	3,13%
	Not Answered	16	50,00%
	Total	32	100,00%



N° 8	Respuestas	Cantidad	Porcentaje
	Positive	12	75,00%
	Negative	0	0,00%
	It does not have	4	25,00%
	Not Answered	0	0,00%
	Total	16	100,00%



APPENDIX C**Interview to students****Student: 1****Age: 20****Gender: Male**

1. **¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**
Me sentí muy bien, ya que era una manera bastante cómoda de participar en la clase; ya que uso Whatsapp en mi vida diaria.
2. **¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**
La actividad fue muy ventajosa, ya que pude conocer también los puntos de vista de mis compañeros a través de esta herramienta.
3. **¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?**
Use la aplicación unas 5 veces para comunicarme con mis compañeros y discutir los temas referentes a la clase.
4. **¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**
Como dije anteriormente, es una herramienta muy cómoda. No tomaba más de una hora.
5. **¿Cuántas veces colaboraste en este grupo?**
Colaboré unas 5 veces.
6. **¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**
Creo que fue una herramienta muy útil para compartir nuestras ideas.
7. **¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**
Claro que el aprendizaje fue significativo. Fue realmente importante conocer los puntos de vista de mis compañeros y complementar mis conocimientos con sus aportes.
8. **¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**

Totalmente, creo que no hay excusas a la hora de participar. Encontré muy entretenida la actividad.

9. **¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

Caro que fortalece las relaciones entre los estudiantes. A través de Whatsapp interactué con compañeros con los que ni siquiera hablaba en las clases.

10. **En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?**

Encuentro muy acorde el uso de Whatsapp con el objetivo de la clase. Es una nueva estrategia de enseñanza y aprendizaje que creo tendría un buen impacto entre los jóvenes. El hecho de que la comunicación era enteramente en inglés también fortalece nuestras habilidades comunicativas.

11. **¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?**

La única recomendación que tendría es que siempre haya un moderador, en este caso, el profesor. Esto con el fin de evitar que la conversación de Whatsapp tome un rumbo no académico.

Student: 2

Age: 21

Gender: female

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Fue algo extraño al principio, pues nunca lo había hecho, pero luego resultó ser muy útil, pues los foros me ayudaban a entender o a clarificar algunos conceptos que no me habían quedado totalmente claros en la clase.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Indudablemente fue muy ventajoso, en clase siempre quedan algunas dudas por resolver o estas dudas pueden surgir fuera de clase y el grupo de What's App ayudaba a resolverlas, pues discutíamos sobre lo que se había dicho en la clase o algún material que habíamos leído, si teníamos preguntas no había ninguna restricción para postearlas en el grupo y lo que es más importante, cada pregunta obtenía su respuesta.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

Honestamente, no podría decir con exactitud cuántas veces participé en éste grupo, pero, sé que en cada uno de los foros tuve la oportunidad de participar, mi tipo de participación era dando mi opinión, discutiendo sobre un tema, escribiendo lo que había entendido del tema, la importancia que tenía para mí el tema discutido, algunas veces formulé preguntas sobre algo que no estuviese claro para mí.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

Realmente dependía de la actividad, pero en general era un promedio de 15 a 30 minutos.

5. ¿Cuántas veces colaboraste en este grupo?

Postear algo en el grupo era obligatorio, así que siempre trataba de dar mi punto de vista de dar mi opinión o lo que entendía del tema en cada foro y en cuanto a responder preguntas de los compañeros, lo hacía cuando sabía la respuesta o nadie había respondido, (no tengo una cifra exacta).

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Indudablemente lo fue, pues de otra forma no hubiese aclarado las dudas que tenía sobre algunos temas, pues aunque me gusta mi carrera, no me gusta leer mucho sobre ese tipo de temas.

- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**
Sí, pues le encontré utilidad y de hecho pongo en práctica algunas de las cosas aprendidas en la clase.
- 8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**
No sé si comprometa, lo que sí sé es que al ser una red social que utilizamos a menudo, no hay manera de que se olvide alguna tarea, o que no nos sintamos presionados a responder lo que tengamos que responder a través de él, pues al ver cómo nuestros compañeros responden o comentan en el grupo, nosotros sentiremos que también debemos hacerlo.
- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**
No, pues el fortalecimiento de dichas relaciones necesita mucho más que eso y la impresión que se puede generar en What's App, puede generar, puede resultar muy diferente a la generada en clase y bajo mi punto de vista, esto puede resultar positivo, pero también negativo.
- 10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?**
Como ya lo he mencionado anteriormente, me pareció bastante útil, pues permitió aclarar conceptos desarrollados en clase.
- 11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?**
Me parece que la forma en la que fue empleado durante la clase fue el indicado, por esto no tengo ninguna recomendación.

Student: 3

Age: 22

Gender: Female

- 1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**

Me sentí como si estuviésemos en clases sin tener que estar en el aula.

- 2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**

Representó una gran ventaja.

- 3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?**

Me comuniqué varias veces.

- 4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**

Cada vez que lo hacía, demoraba alrededor de media hora.

- 5. ¿Cuántas veces colaboraste en este grupo?**

Más de 3 veces.

- 6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**

Esta herramienta además de útil, muy didáctica.

- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**

Sí. Ya que la información que compartíamos era expuesta desde nuestro punto de vista, pero apoyándonos en textos. Es decir que todo tenía un sustento.

- 8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**

Considero que sí, ya que como usuarios activos y constantes de esta plataforma, siempre estamos al tanto de lo que compartiremos.

- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

Sí. De hecho llegamos a conocer compañeros que jamás y nunca pensamos que estudiaban con nosotros.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Innovadora sería la palabra adecuada. Pocos profesores se pondrían en la tarea de crear un grupo donde expusiéramos nuestras opiniones sobre los temas que íbamos abordando.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Creo que lo más relevante sería, las horas de las intervenciones. Determinar si se trabajará con un horario.

Student: 4

Age: 22

Gender: F

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Me sentí cómoda en participar en el grupo de what's app puesto que pudimos compartir videos, fotos acerca de los temas que se presentaban en las clases.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

En mi opinión el uso de las redes sociales como el Whats app, el uso de la tecnología es muy ventajosa porque es más fácil encontrar y compartir material de estudio, actividades que pueden ayudar en nuestro desarrollo académico. El único inconveniente es que algunas veces no se podía tener acceso a internet y no se puede participar.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

Yo pude comunicarme y participar entre 8-10 veces.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

El tiempo que le dedique para interactuar es de 1 hora.

5. ¿Cuántas veces colaboraste en este grupo?

Varias veces, compartiendo el link de un video, o algún artículo.

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Si fue muy útil el uso de esta herramienta tanto en mi desarrollo académico como en la hora de las excusas, de informarle al profesor sobre algún evento, etc.

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Definitivamente el uso de esta red social la considere como un aprendizaje significativo. Y lo planeo usar como futura docente.

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

Sí, considero que el uso del what's app incrementa el compromiso, y también la motivación ya que se pueden compartir artículos, videos, juegos, etc.

9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?

Sí, el uso de herramientas como el what's app puede fortalecer las relaciones entre los estudiantes, y ayudar también nuestro pensamiento crítico, ya que se puede usar como un medio para debatir sobre un tema expuesto.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Considero muy útil el uso del what's app

11. ¿Tienes alguna recomendación con respecto al uso de what's app con propósitos académicos?

Student: 5

Age: 19

Gender: F

- 1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**

Rta. Me sentí muy cómoda. Muchas veces se nos hace más fácil expresar nuestras ideas por escrito que verbalmente y más si es en otro idioma.

- 2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**

No.

- 3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?**

10 veces aprox

- 4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**

10min aprox

- 5. ¿Cuántas veces colaboraste en este grupo?**

- 6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**

Si pues, facilita la comunicación entre todos los participantes del curso y ayuda a crear una conexión un poco más cercana con los profesores y los compañeros. Además, se puede aclarar una duda o hacer una pregunta en el instante en que lo pienses.

- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**

Si. Los temas tratados durante todo el curso fueron muy significativos por que los ponemos en práctica todo el tiempo en nuestra labor como docentes.

- 8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**

No. Podría decir que cumplirían con participar activamente si se les motiva con una nota apreciativa pero no creo que genere un compromiso mayor.

- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

La comunicación mejora mucho pero no fortalece relaciones o crea nuevos lazos. Es difícil hacer nuevas amistades cuando los estudiantes están en semestres avanzados.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Fue una actividad innovadora pues, no había utilizado whatsapp antes con fines académicos. Considero que nos ayudaba a tener siempre presente el curso, lo aprendido y a analizar el tema a comentar. Si algún compañero se adelantaba a escribir lo que habíamos pensado, nos obligaba seguir pensando para compartir algo diferente y eso me gustaba mucho, que nos hacía pensar.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Mi recomendación sería buscar una estrategia que motive a los estudiantes diferentes a una nota apreciativa. También pienso que un grupo de whatsapp funcionaria mejor con un público en un semestre menor a séptimo por que el grado de responsabilidades en estos semestres es mayor y eso afecta la participación en redes sociales en general.

Student: 6

Age: 23

Gender: female

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Me sentí cómoda por saber que tenía un espacio en el que podía dar mi opinión sobre un tema tomándome el tiempo de pensar bien mis respuestas para formularlas de la manera más apropiada.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Esta actividad representó una ventaja pero tal vez no para mi vida académica sino para mi participación en la clase, porque me sentí mucho más cómoda al momento de participar de forma escrita que de forma oral. Además, es importante resaltar que representó una ventaja al momento de hacerme más cuidadosa al escribir mis opiniones y verificar, ortografía, gramática y el sentido de mis intervenciones.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

Todas las veces que se proponía un tema de discusión desarrollado en clase.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

El tiempo de interacción dependía del número de intervenciones realizadas por mis compañeros, si había una participación intensa por parte de algunos de ellos, tomarse el tiempo de leer, comprender y contextualizar sus ideas permitía dar opiniones, profundizar mi propia intervención y decir si se estaba de acuerdo o no, lo que podía tomar en algunas ocasiones entre treinta minutos y una hora aproximadamente.

5. ¿Cuántas veces colaboraste en este grupo?

Todas las veces que se proponía un tema trataba de hacer por lo menos dos intervenciones e interactuar con las de mis compañeros. Podría decir entonces que fueron alrededor de cinco a diez intervenciones en total.

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Como lo mencioné en la segunda pregunta, para mí fue una herramienta muy útil pues es un tipo de intervención más acorde con mi estilo de aprendizaje.

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Sin duda alguna. Las diferentes opiniones de mis compañeros, las intervenciones de la profesora, todo en conjunto permitía dejar grandes enseñanzas y sacar interesantes conclusiones.

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

De cierta forma ayuda, pues con el uso de esta herramienta se puede verificar fácilmente la participación de los estudiantes y queda evidencia de ello, sin embargo puede darse el caso contrario al mío que es el de los estudiantes que tiene preferencias por las participaciones orales y el uso de esta herramienta puede representar básicamente una estrategia incómoda. En este caso una solución práctica y útil podría ser habilitar el uso de las notas de voz.

9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?

No necesariamente porque la mayoría de las veces la interacción es meramente académica.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Como una herramienta apropiada al ser innovadora y contextualizada y sobretodo bien orientada y acorde a las necesidades del desarrollo del curso.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Como mencioné anteriormente el uso de las notas de voz sería bastante útil para aquellos estudiantes que prefieren realizar intervenciones orales. Otra sugerencia podría ser nombrar un moderador que trate de mantener una interacción entre los estudiantes para que la participación en este tipo de chats no se convierta solamente en intervenciones aisladas.

Student: 7

Age: 20

Gender: Female

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Realmente nunca antes había utilizado whatsapp como una herramienta académica, pero en el momento que me fue dicho el utilizarlo no dude y me pareció muy útil.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Me pareció ventajoso ya que al escribir nuestras tareas teníamos feedback inmediatamente por parte de la profesora.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

Si mi memoria no me falla me comuniqué por este medio unas 8 veces.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

Realmente sumando el tiempo fue como 2 a 3 horas.

5. ¿Cuántas veces colaboraste en este grupo?

Colabore unas 3 veces.

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Si fue una herramienta útil ya que como estudiante hay que hacer rendir el tiempo, y esta herramienta nos permitió trabajar sin mucha tardanza.

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Claro que sí, el aplicar la tecnología como herramienta de aprendizaje es bastante efectivo ya que en los últimos tiempos casi todas las personas gastamos más tiempo utilizando aparatos electrónicos.

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

Ya que los estudiantes de esta época tienen un gran índice de interacción con la tecnología yo considero que sí.

9. **¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

Si considero que puede fortalecer la los vínculos sociales entre diferentes grupos.

10. **En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?**

El whatsapp fue aplicado como un foro interactivo en el cual los estudiantes opinaban sobre los comentarios de sus compañeros y la profesora también daba un feedback de todas las participaciones, y en mi opinión fue una buena estrategia ya que capturo la atención de todos los estudiantes.

11. **¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?**

No, me pareció una actividad muy buena y completa.

Student: 8

Age: 25

Gender: male

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Aliviado, ya que sabía que si tenía alguna duda, ésta podría ser aclarada de forma casi inmediata.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Una ventaja, de hecho éste es el medio que uso con regularidad con estos fines.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias

Debo admitir que pocas porque si yo tenía alguna duda era propuesta por algún compañero y aclarada casi de inmediato, aunque estaba siempre al tanto, como si se tratase de un boletín.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

Alrededor de 30 minutos diarios (Revisando, comentando, etc...)

5. ¿Cuántas veces colaboraste en este grupo?

Unas 10 veces

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Muy útil, me mantenía al tanto de las cosas concernientes a la clase y mis dudas eran aclaradas con rapidez.

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Muy significativo.

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

Definitivamente. Unos de los problemas más comunes que he notado entre mis compañeros al no presentar trabajos, es no saber qué hacer o cómo empezar, los compromisos no están claros. Teniendo la oportunidad de aclarar cualquier duda y teniendo la oportunidad de interactuar con el profesor disminuye la posibilidad de confundirse y anima a realizar con confianza los compromisos.

9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?

Según mi experiencia personal, no mucho, en mi caso, sin embargo, este medio incrementó mi sentido de trabajo colaborativo ya que lo usaba con fines académicos.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Lo considero una estrategia eficaz y rápida de interactuar y colaborar dentro de un grupo.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Student: 9

Age: 20

Gender: female

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Era interesante porque era mi primera vez usando wasap para fines académicos y buena experiencia que me gustaría repetir y aplicar, ya que es lo más usado en estos momentos por todos y por ende no había excusa de no escribir. No por obligación, sino porque cada vez los compañeros aportaban buenas ideas. De hecho es excelente porque quizás en la clase se le escapaba a cualquiera una idea productiva que en su casa recordaba y luego en el grupo de wasap la compartía.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Ventajas, porque llegaban a cualquier hora mensajes interesantes sobre la temática de la clase que me hacían estar pendiente y atenta, recibiendo y aportando conocimientos sobre el tema tratado en su momento.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

Pues usualmente, cada vez que se tenía una idea o algún aporte simplemente era tomar tu celular, entrar al grupo de wasap y compartirlo con todos. Además práctico porque ¿quién olvida su celular en estos tiempos? Entonces era un constante intercambio, retroalimentación.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

Dependía del tema, pero normalmente una hora.

5. ¿Cuántas veces colaboraste en este grupo?

En todos los temas debatidos y desarrollados.

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Claro, absolutamente. Además de que compartíamos nuestras ideas, cuando alguien no entendía algo se aclaraba y eso era muy importante. Todos desarrollábamos el tema y que todos entendiéramos era fundamental.

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Como dije anteriormente compartir ideas, pensamientos con mis compañeros fue interesante y por supuesto que aprendí mucho a través de este grupo de wasap que me parece una herramienta práctica.

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

Puues como yo siempre digo, todo depende del interés del estudiante, pero si lo sabe aprovechar me atrevo a decir que puede llegar a ser una gran herramienta para el proceso no solo de enseñanza sino de aprendizaje.

9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?

De hecho si, al principio cuando no se había creado el grupo de wasap todos estábamos un poco apartados. Pero después de creado dicho grupo se sentía un ambiente diferente, colaborador, entusiasmo.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Como una herramienta reciente, actual y eficaz para la enseñanza y aprendizaje de una lengua extranjera (su nombre lo dice todo), de la cual se puede sacar mucho provecho si se sabe utilizar.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Solo que no se confunda con algo personal. Se debe tener claro que es solo para fines académicos.

Student: 10

Age: 21

Gender: Female

- 1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**
CÓmoda y a gusto.
- 2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**
Fue ventajoso para mi aprendizaje.
- 3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias**
Dos veces.
- 4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**
1 hora y media.
- 5. ¿Cuántas veces colaboraste en este grupo?**
3 veces.
- 6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**
Si.
- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**
Ciertamente.
- 8. ¿Consideras que el uso de Whatsapp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**
Si.
- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**
No.
- 10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?**
Provechoso.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Crear más espacios para utilizar medios como estos donde algunos estudiantes los cuales no son muy participativos en clase puedan compartir sus pensamientos e ideologías con respecto a un tema determinado.

Student: 11

Age: 20

Gender: F

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Al principio de la experiencia me sentí un poco aturdida pues nunca había utilizado una aplicación de esta clase para este tipo de experiencias. Con el tiempo, mi percepción cambió, pues este no era un grupo social sino un espacio de intercambio de ideas que me permitió expandir mi punto de vista acerca de la utilización que se le puede dar a las herramientas tecnológicas que tenemos a nuestra disposición.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Definitivamente fue muy ventajoso pues como nos explicó la profesora al principio de la experiencia, no podemos ir en contra de la tecnología, y haber aprendido a usar este medio me ha permitido a mí desarrollar actividades similares por el mismo medio, obteniendo resultados satisfactorios y enriquecedores a mi experiencia docente.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias

A lo largo del curso de estrategias, realicé varias intervenciones sobre los temas que tratábamos en clase y me tomaba el tiempo de leer las intervenciones de mis compañeros.

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

Puesto que eran intervenciones en una lengua extranjera, debía tomarme el tiempo de poner en orden mis ideas y plasmarlas lo más claras posibles para el resto del grupo. Además, trataba de informarme de los temas a trabajar y luego realizaba las respectivas intervenciones. Este proceso me llevaba alrededor de 30 a 45 minutos.

5. ¿Cuántas veces colaboraste en este grupo?

Aproximadamente 5 veces.

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Sí, pues era un espacio de interacción fuera del aula de clase que brindaba un intercambio de puntos de vista y me enriquecía con el conocimiento que los demás podían aportar

7. **¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**
Sí, puesto que he podido aplicar los conocimientos aprendidos en clase en mi propia experiencia.
8. **¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**
Sí, porque es una aplicación de uso constante que compromete a los estudiantes a intervenir en el grupo como si fuera un foro de discusión. La ventaja de hacerlo a través de what's app es que está más al alcance de los participantes, las notificaciones no permiten que se te olvide interactuar y sólo se necesita de conexión a internet en el celular, por lo que aportar opiniones se puede realizar en cualquier momento o lugar.
9. **¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**
Sí, pues como he mencionado anteriormente, es posible conocer las opiniones y puntos de vistas de los demás participantes, haciendo un ambiente enriquecedor y propenso para el aprendizaje.
10. **En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?**
Como una herramienta de interacción que va a la vanguardia de la tecnología y no la idealiza como enemiga sino que sirve a su vez como una estrategia que podemos utilizar a nuestro favor como futuros docentes.
11. **¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?**
Aumentar la clase de intervenciones de manera que se puedan también enviar videos, links, audios, entre otros adjuntos que la aplicación permite.

Student: 12

Age: 20

Gender: male

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Era la primera vez que participaba de una actividad como ésta pero resultó ser muy útil, pues los comentarios en el grupo siempre me ayudaban a entender lo que no me había quedado claro en la clase.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Siempre fue una ventaja poder consultar cualquier cosa por este medio. Alguna tarea, algún material pendiente, hasta si había clases o no por los problemas de la universidad.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

Siempre que fuese necesario, que tenía una duda o cuando quería aportar una idea

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

En promedio de 15 a 30 minutos.

5. ¿Cuántas veces colaboraste en este grupo?

No recuerdo con exactitud pero siempre que fue necesario

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Tan útil que considero usarla en mi vida como profesor

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Claro que sí porque puedo poner en práctica todo lo aprendido

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

No sé si a todos pero en este caso fue tan motivante que yo creería que a la mayoría nos comprometió tanto como a mí mismo.

9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?

Creo que sí pues tuvimos la oportunidad de interactuar con compañeros que antes ni conocíamos.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Como una estrategia excelente que debería ser repetida en el futuro.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Ninguna

Student: 13

Age: 22

Gender: F

- 1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**

Me sentí muy cómoda al participar en el grupo, era interesante compartir por ese medio temas de la clase

- 2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**

Claro que era una ventaja. Nosotros tenemos nuestros celulares todo el tiempo y de esa manera podíamos estar atentos a las actividades o tareas pendientes

- 3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?**

Participé unas 8 veces

- 4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**

Más o menos una hora

- 5. ¿Cuántas veces colaboraste en este grupo?**

Alrededor de 8 veces

- 6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**

Si fue muy útil el uso de esta herramienta tanto en mi desarrollo académico como en la hora de las excusas, de informarle al profesor sobre algún evento, etc.

- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**

Claro que sí

- 8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**

Si, ya que nos ayuda a estar pendientes de los compromisos que tenemos

- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

Claro porque el estar en contacto nos permite intercambiar experiencias y allí darnos cuenta de nuestras similitudes y diferencias

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?
Excelente

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

En caso de no tener esta aplicación, se puede también utilizar la herramienta conversacional de Facebook que es similar a what's app

Student: 14

Age: 20

Gender: M

- 1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**

Bastante cómodo porque está relacionado con la tecnología que tanto nos gusta

- 2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**

Una ventaja porque nos ayudaba a mantenernos en contacto con los temas estudiados todo el tiempo, incluso fuera del aula.

- 3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias**

Intervine siempre que pude

- 4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**

Escribir mis aportes era rápido, lo que me tomaba un poco de tiempo era leer los aportes de mis compañeros para luego escribir mis ideas.

- 5. ¿Cuántas veces colaboraste en este grupo?**

Aproximadamente 8 veces.

- 6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**

Claro que sí porque era un espacio de interacción que nos permitía mantenernos en contacto con los temas estudiados fuera de la clase

- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**

Sí, porque se aprende algo que puede ser utilizado en el futuro

- 8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**

Sí, porque es una estrategia tecnológica que nos motiva

- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

Sí porque es un medio de comunicación

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

En la era de la tecnología es necesario tener clases que vayan acordes con estos cambios

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

Ninguna

Student: 15

Age: 19

Gender: F

1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?

Un poco ansiosa pues la cantidad de mensajes que entraban me estresaban un poco, quizá por eso no interactué tanto como sí lo hicieron otros compañeros. Personalmente me gustan más los foros pero era interesante ver como estos mensajes instantáneos nos mantenían en sintonía siempre y aunque quisieras desconectarte no era del todo posible. En todo caso era positivo que aquí participaba hasta el que no lo hacía en la clase.

2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?

Sí.

3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?

4 veces aproximadamente

4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)

45 minutos aproximadamente

5. ¿Cuántas veces colaboraste en este grupo?

4 aproximadamente

6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?

Claro que sí, no sólo para mí sino también para aquellos estudiantes que sufrían ansiedad cuando les tocaba hablar en inglés en público

7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?

Sí, sobre todo porque en la actualidad mucha gente está familiarizada con esta app y usarla con fines de aprendizaje nos motivaba más a trabajar por la clase

8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?

Sí para aquellos que estaban siempre conectados a través de esa aplicación.

9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?

Relaciones sociales tal vez no pero sí la oportunidad de participar a aquellos que eran un poco más nerviosos.

10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?

Esta actividad era innovadora especialmente en una universidad como esta en la que no tenemos muchos recursos, ni laboratorios para practicar.

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

No con respecto a what'sapp pero sí tratar de buscar otras app que también se puedan aprovechar con este fin

Student: 16

Age: 21

Gender: Female

- 1. ¿Cómo te sentiste cuando participaste en el grupo de chat de WhatsApp con fines académicos?**

Muy bien, era algo muy útil

- 2. ¿Esta actividad representó alguna ventaja o desventaja para tu vida académica?**

Era una ventaja porque nos retroalimentábamos de una vez

- 3. ¿Cuántas veces te comunicaste a través de este medio con tus compañeros para hablar de aspectos relacionados con la clase de Estrategias?**

En promedio unas 8 veces.

- 4. ¿Cuánto tiempo dedicaste a interactuar en el grupo de chat de WhatsApp? (e.g. 1 hora)**

Como 2 a 3 horas.

- 5. ¿Cuántas veces colaboraste en este grupo?**

Colabore unas 8 veces.

- 6. ¿Consideras que esta herramienta fue útil en tu experiencia como estudiante durante el curso?**

Es una herramienta muy útil que nos ayuda en nuestra vida como estudiante

- 7. ¿Mientras trabajaste con el grupo de WhatsApp, el producto de este trabajo lo consideraste como un aprendizaje significativo?**

Claro que sí.

- 8. ¿Consideras que el uso de WhatsApp con fines académicos incrementa el compromiso de los estudiantes en su proceso de aprendizaje?**

Claro porque a través de este medio nos mantenemos al día con todo lo que hay que hacer

- 9. ¿Consideras que el uso del chat de WhatsApp con propósitos académicos fortalece las relaciones sociales entre estudiantes?**

Si porque nos permite conocer cómo piensan los otros compañeros y nos sentimos cerca de ellos aunque físicamente no lo estemos

- 10. En una clase como la de “Estrategias Recientes de Enseñanza y aprendizaje de una Lengua Extranjera”, ¿cómo consideraste el uso de WhatsApp?**

Como una estrategia de interacción que nos ayuda a mantenernos al día con los temas tratados en clase aunque estemos fuera del aula

11. ¿Tienes alguna recomendación con respecto al uso de WhatsApp con propósitos académicos?

No, me pareció una actividad muy completa.

APPENDIX D

Chats for Conversation Analysis

Chat 1

Turn	Participant	Participation	Interaction Categories	Interaction Patterns
1	T	Hello, I'm just checking if I have everyone here	Teaching presence	Greeting
2	T	Welcome dear students, this is the forum designed to share our ideas regarding the topics studied	Teaching presence	Giving instructions
3	T	First of all, I want to invite you to share with us what are those ideas that have impacted you around assessment	Teaching presence	Giving instructions
4	S1	Keila Torres cambió el icono de este grupo	Social presence	Reinforce/ Approves
5	T	Thank you Keila. Nice pic	Teaching presence	Politeness
6	S2	I think ,	Cognitive presence	Metacognitive statement
		assessment is important because using it, we can give feed backs to the students and check if our methodology is working as teachers		Giving arguments
7	S3	I think	Cognitive presence	Metacognitive statement
		that assessment refers to a process through which we as teachers can know how our students learn. That will let us establish the goals for them to accomplish.		Giving arguments
		But I have a question: what do we have to take into account to assess or how is this process done? That is something that is not clear for me.		Content question

		I think		Metacognitive statement
8	S4	assesments are important because we can see the process of our students, and search strategies to help them to become better	Cognitive presence	Giving arguments
9	S1	Shows picture thumb up	Social presence	Reinforce
10	T	It would be nice if someone could help Edwin with his question	Teaching presence	Direct instruction
		I think, Edwing.		Metacognitive statement
11	S1	THE first step to start assess your students is only not numbering each activity they do, but identify their weaknesses in the languages in order to help them.	Cognitive presence	Clarifying
12	S1	Sorry my grammar mistakes	Social presence	Politeness
13	S5	I do believe that the first step is to set our minds as teachers that assessments are a whole process and requires a lot of our time and effort to get great results then once in that mindset, set the stage, get to know the people (students) you're gonna work with and other external factors so you can start the planning process.	Cognitive presence	Giving arguments
14	S5	And again that's for sure only the beginning	Social presence	Motivate

Chat 2

Turn	Participant	Participation	Interaction Categories	Interaction Pattern
1	S1	Profe, what should we write on the "position" space that appears on the registration format.. Student?	Cognitive presence	Asking for organization
2	S2	Hey, Tania, in that space I wrote "student" and I could send my registration	Cognitive presence	Clarifying
3	S1	Oki! Thanks	Social presence	Giving thanks
4	T	Student Yes	Teaching presence	Reinforcing information
5	T	Good afternoon, remember I'm still waiting form your posts about the film. At least two interactions each one	Teaching presence	Giving instructions Initiating discussion topic
6	S2	Miss, I've not jet found the film. That's why you have not seen my interventions	Cognitive presence Social presence	Individual responsibility
7	S3	Can I ask what are u talking about?	Social Presence	Asking for information
8	S2	About the film we have to watch	Cognitive presence Social presence	Clarifying
9	S3	What's the film name	Cognitive presence	Asking for information Content question
10	S2	"Dead poets society" With Robin Williams	Teaching presence	Giving information
11	S3	Where can I find it? Does anybody know? Is it in cuevana or Netflix? Maybe	Cognitive presence	Asking for information Individual responsibility
12	S2	No idea. I'm looking for it but don't know Where	Cognitive presence	Giving information

13	S3	OK ty Keyla	Social presence	Social dialogue
14	S2	Alfredo knows that but he's not in WhatsApp	Social presence	Social dialogue
15	S3	Do we have something else for coming Tuesday? I mean we're supposed to watch it and....	Social presence Cognitive presence	Individual responsibility
16	S2	So The teacher took it into the classroom	Cognitive presence	Asking for organization
17	S3	Mmm didn't get that	Social presence	Social dialogue
18	S1	We have to answer some questions.	Cognitive presence	Clarifying
		I don't have them at hand right now but i can send them at night if u want	Social presence	Offering help Politeness
19	S4	Hi. I'm going to talk about the film.	Social presence	Greeting
		First of all, I believe that it confirms the importance of the role of the teacher, not only in education, but also in society. We know that a teacher has a lot of roles in teaching-learning process but the film shows us that the most important one is the teacher as MOTIVATOR.	Cognitive presence	Giving arguments/ Justifying
		I mean, for us, as future teachers, it's not enough to teach, we have to encourage students and develop in them a desire to learn. That's what I think make the process simpler, not easy, but less complicated.		Reflecting
		(Sorry for posting that on Saturday night) Develop on them*	Social presence	Social dialogue
	S1	I think that the real role of education is to allow students to find	Cognitive presence	Metacognitive Reflecting

20		themselves, their own ideas, and to finish with the conformity concept. It is not just about having knowledge and to accept it as a totally truth, it is about to transform it in order to create a new one.		
21	S4	The real role of education is to emancipate the students to have their own thinking and to produce their own ideas.	Cognitive presence	Giving arguments
		I agree with you both, and the means to achieve that is: communication	Social presence Cognitive presence	Reinforces/ Approves
		That's why I put emphasis on that is because the film gives us an advice to those who have no so much experience in teaching. That is, sometimes we don't know how powerful our word is and we are unaware of the influence our word has on students. We can hurt students with a word, we can offend them or we can make students reject us. But, by being careful with words and actions, we can do exactly the opposite, and that's also the key for a good teacher-student relationship.	Cognitive presence	Justifying Metacognitive/ Reflecting
22	S3	Yes.	Social presence	Approves
		And now that you mention it the relation between teacher and students in the movie is cold, and the teacher plays the role of instructor and the students receive the "knowledge". But, in the case of John Keating is different, he is a guider and he shows to the	Cognitive presence	Give arguments

		students a new way to learn and even to live.		
23	S1	Related to the relationship between the teacher and the students I think that it was very close, because the students sometimes saw the teacher as a counselor, and most of them trusted in him.	Cognitive presence	Metacognitive Giving arguments
24	S6	I'm agree with you	Social presence	Reinforces/ Approves
		That's so important in a teacher-students relationship because he was more than a tacher. he was always interesting in what his students likes and how he could help them to follow their dreams.	Cognitive presence	Justifying
25	S1	On the other hand, if we as teachers have to deal with a situation like the expoxed on the fim, we have to think very well what we are going to do, but we cannot be afraid to face this kind of situation and to try to overcome them.	Cognitive presence	Metacognitive/ Reflecting
		In my opinion the strategies that the teacher used were useful and at least he showed a lot of things in the heart of his students. Like him we have to do the things different and to brake with the barriers that sometimes the culture or the others impose us.		Giving evidence
26	S4	I think the same way,	Social presence	Reinforcing
		as teachers we have to deal with different situations and each one of them is a challenge to us. In this case, the teacher has a	Cognitive presence	Justifying

		<p>group of teenagers which are afraid; they are not able to share their own ideas and what they really love. They are inside a situation of repression and tension.</p>		
		<p>As teachers we have to try to change that reality; the goal of education is to help the students to think by themselves, and a way to do that is giving them the tools, and the choice to be themselves.</p>		Reflecting
27	S7	<p>Something that i found interesting in the movie, was the autonomy that students had to create the club. But we need to take into account that it was possible due to their teachers' role. He always makes them feel comfortable with the activities, he broke the rules and became a helper in the motivation process, rather than just teaching some topics. What makes them get intersted in poetry were activities proposed by the teacher, in which they had to discover themselves.</p>	Cognitive presence	Metacognitive Giving arguments
28	S8	<p>I could notice the contrast between traditional education by Welton Academy and the revolutionary teaching methods of prof. J. Keating. This is what some of us could witness when young: the teacher is right, what teacher says is true; only the teacher was responsible of the learning process.</p>	Cognitive presence	Metacognitive Justifying
		<p>Nowadays the more you make a student think, the</p>		Reflecting

		better and more solid his/her learning will be. I strongly believe that teachers' task is to guide students to their very own learning.		
29	S7	I agree with Alvaro.	Social presence	Reinforcing
		In the movie, we could see that the teacher took into account his students' needs for them to get outcomes. The students' problem was "motivation". He could motivate them and that became the only tool they needed to get succeeded in the course!	Cognitive presence	Justifying
30	S1	Regarding to the autonomy, in my opinion it was one of the most important give that the teacher (John Keating) gave to his students. He taught them by a phrase "carpe diem" how to seize the day, and to do things that they never thought to do.	Cognitive presence	Giving arguments/ Metacognitive/ Reflecting
31	S9	In the movie I can see that the role of education is based on the 4 pillars: tradition, honor, discipline and excellence, and this kind of education has to prepare the students for the university, but through the film we can see how it appears the real role of education, which is to give the students the opinion to think by themselves and see things in their own way and create their personal perspectives about them.	Cognitive presence	Metacognitive/ Giving arguments/ Reflecting
32	S9	If we talk about friendship we have to make reference to the relation that the	Cognitive presence	Metacognitive/ Giving arguments/ Reflecting

		<p>students had each other. The learnings that they reached was a group's work.</p> <p>I think that the word autonomy in the movie is related to the new idea that the teacher John Keating was trying to give his students , and also this word shows the teacher's work. He had autonomy in the sense that he was the one who fully decided how to prepare and give his classes. Autonomy is also showed in the activities and the way he talk to his students.</p>		
33	S9	<p>In my opinion, the relationship between the teacher and the students is unconventional. There the teacher is like the emancipator and he helps the students to change their way to see the world. The topic presented in the movie was related to an repression education where the students could not be free and not even think in a different way, in other words, they did not have a voice.</p>	Cognitive presence	<p>Metacognitive Giving arguments/Reflecting</p>
		<p>We as teacher have to give our students, first the chance to express themselves and finally help them to become confident, especially when developing and performing their abilities.</p>		<p>Expressing common responsibility/Reflecting</p>
34	T	<p>Great for Edwin and Tania who not only gave their opinions but also tried to interact with the others Congrats!!! Image Thumbs up</p>	Teaching presence	<p>Approval Stimulating</p>

		Remember to bring the sample exams tomorrow with some copies. And your findings about active reading		Direct instructions
35	S4	Active learning*	Cognitive presence	Clarifying information
36	S10	I found this movie very inspirational. The way how the teacher, Mr. Keating made his students to believe in their self, made their own choices and how he helped them to become autonomous learners. According to the movie, students had to follow a strict code of values and beliefs of the school. But when the new teacher arrived, students felt motivated to learn, as he brought new, different and extraordinary teaching methods that inspired the students.	Cognitive presence	Metacognitive/ Giving arguments
		Mr. Keating taught us that the role of education is not about pushing students, but teaching students to think for themselves.		Reflecting
37	T	Thank you Alvaro, I made a mistake. It's active learning	Teaching presence	Politeness Correcting instruction
38	S4	Emoticon happy face	Social presence	Expressing emotions
39	S4	I agree with Mayling and with others who	Social presence	Reinforcing
		think in autonomy as a capability to be developed by teacher on students. But the movie also shows us other capabilities as awareness. Mr Keating made his students aware of their knowledge. He gives them the confidence and	Cognitive presence	Justifying/ Reflecting

		conviction to act on their own learning process.		
40	S3	Hi people	Social presence	Greeting
		Do we have classes today?		Social dialogue Open communication
41	S5	Why not?	Social presence	Social dialogue Open communication
42	S3	Just asking....	Social presence	Social dialogue Open communication
43	S5	Mmm ok. Yes, I think so.	Social presence	Social dialogue Open communication
		Last night she said we have to go with the sample exams and the information about active learning.	Cognitive presence	Confirming organization
44	S3	Omg the exams I took them for setting fire at a BBQ	Social presence	Social dialogue Open communication
45	S5	Hahahaha	Social presence	Social dialogue Open communication
46	S7	Sorry for not having posted before.	Cognitive presence	Apologizing/ Individual responsibility
		What impacted me was the way Mr. Keating changed what they think about poetry and how he broke the rules just for them to find it interesting. At the beginning, we could see that poetry was boring for them, since they had to follow some patterns, but then they found through the teacher that it was interesting, since it implies their point of view about life. By Julieth Araujo		Metacognitive/ Giving arguments/ Reflecting
47	S4	I agree with what Yulieth says.	Social presence	Reinforcing

		<p>And I think about our role as future teacher.</p> <p>Sometimes, people who don't know anything about pedagogy or about the complexity of the teaching-learning process don't imagine how difficult it is, because of the many things we have to take in mind at the moment to be in front of a class. And Yulieth mentions one of those many things. We have to find ways or strategies to show what we want to teach, and also to do of a topic that may seem boring, an interesting one</p>	<p>Cognitive presence</p>	<p>Metacognitive</p> <p>Giving arguments/ Reflecting</p>
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Chat 3

Turn	Participant	Participation	Interaction Categories	Interaction patterns
1	T	Good afternoon, remember	Teaching presence	Greeting
		I'm still waiting for your posts about the film. At least two interactions each one		Direct instructions
2	S1	Well, first of all, I have to acknowledge that this is one of the best movies by Peter Weir. The mixture of comedy and drama is amazing. The end is tragic, but it was necessary in order to change our close mind and "carpe diem".	Cognitive presence	Metacognitive/ Expressing opinion
		Neil perry had to die to show to the psychorigid mind that we have to reach our dreams, it doesn't matter if we have to die in the attempt.		Reflecting
3	T	What about the ways education is seen in the film	Teaching presence	Building understanding
4	S1	It is obvious that is not conventional, it is a little strange But it was effective He was an open minded professor who didn't take into account the rules or the patterns of traditional society to teach literature in high school	Cognitive presence	Expressing opinion

5	S2	Well, this movie talks about the a man which teach poetry in a particular way in a institution in which the educational system is completely different so, he tries to inspires their students so as to find their motivations, desires, wish and so on	Cognitive presence	Giving arguments
		I think that this kind of manner of teaching is admirable and motivated thus, he becomes a friend and that is one of the most important items in order to become a good teacher		Metacognitive/ Reflecting
6	S3	Well, in my opion i believe this movie help us to reflect about our roll as teacher.	Cognitive presence	Metacognitive
		In this case, in the movie the teacher wants to break the mold and change the traditional way of education, seeking an extraordinary way of teaching and encouraging the interest of students who are surprised by his rare methodology of the poetry teacher; maybe they were accustomed to something strict, rule-based and even "robotic".		Giving arguments/ Reflecting
		It is here that we in the way teaching we should reflect and think that it is possible to create a better and effective education, not only in the cognitive		Common responsibility

		<p>aspect but totally integrated to students to develop skills. That's why, that the teachers should be a very important instrumental to the formation of them and always seeking new resources to teach in this case like this fun and extraordinary Professor. However taking into account the basic principles of respect in our profession.</p>		
7	S4	<p>This film shows the importance of being a teacher, how a teacher can change the life of a student to progress or destruction, the teacher has a very original way of looking at life and study, another perspective that makes unique. It shows that is necessary in the process of learner have Good relationship with students, this in turn affects the process of learner and life project of each in the process of education is necessary to meet the rules but sometimes we must not leave these parameters to breach such but to improve We must leave these parameters, that not to breach such but to improve*</p>	Cognitive presence	Expressing opinions/ Reflecting
8	S5	Ok. In my humble opinión	Social presence	Social dialogue
		I think that the movie invite us to reflect no	Cognitive presence	Metacognitive/

		<p>about the ways but the aim that we want to reach.</p> <p>Is like the concept in maths: the order of factors does not alter the value of the product.</p> <p>We have to learn that all the students are different, and they have different ways to learn, different styles. And we are just the canal that could oriente them.</p>		<p>Expressing opinions/ Reflecting</p>
		<p>We can't forget that they are the "why" for our profession.</p>		<p>Common responsibility</p>
9	S6	<p>Well i think that is a beautiful movie because we can realize how important is the way we teach and the impact that we produce on our students.</p> <p>That movie show us that we have to be ourselves and creative for make the students interested even if our method is kind of different</p> <p>And also let de students be who they are for make them feel comfortable with the proses of learning</p>	<p>Cognitive presence</p>	<p>Metacognitive Expressing opinions/ Reflecting</p>
9	S7	<p>And it's not change the way schools tell us the process should be, but being creative in order to get the attention of them. Not only this, also making them feel comfortable and interested to learn.</p>	<p>Cognitive presence</p>	<p>Expressing opinions/ Reflecting</p>
10	S8	<p>I agree with Vanina,</p>	<p>Social presence</p>	<p>Reinforcing</p>

		<p>make the students feel interested to learn should be our purpose which is the opposite situation in the film because there, the role of education was very clear. It was based on four main pillars that were tradition, honor, excellence and discipline. Taking into account those pillars it is evident that education in Welton school was very rigid and strict. There were no space to put into practice new ideas and the aim was basically to shape and mold and no to identify and develop personal strengths and preferences.</p>	Cognitive presence	Justifying/ Reflecting
11	S7	Exactly	Social presence Cognitive presence	Reinforcing
12	S9	Well, as for the role of education, I can say that as the headmaster as all the group of teachers taught traditionally	Cognitive presence	Metacognitive
		In fact, one of the pillars of the institution was the tradition so the institutional outreach would always revolves around all those patterns related to grammar translation method. Therefore, norms of conduct such as repetition, memorizing, punishment for misbehavior and among others would be self-evident.		Expressing opinions/ Reflecting

13	S10	<p>The relationship between teacher and students is good because Mr Keating becomes a friend for his students, this is an important factor in the teaching and learning process,</p>	Cognitive presence	Expressing opinions
		<p>in this film we can see that the teacher is always motivating them to fight for what they want and can confront their fears, even though he applies a teaching method not conventional to awaken interest of the students...</p>		Giving evidence
		<p>The purpose of teacher is to make students can find their own ideals and change their thoughts about what they are learning, for this he attempt to change the traditional methodology that the school applies to the students</p>		Expressing opinion/Reflecting
14	S11	<p>this movie shows us how important can be the roll of teachers in students' lives and makes awareness about teacher's power on students.</p>	Cognitive presence	Expressing opinions/Reflecting
		<p>What we do, teach and say can change lives! we all could see a pretty example of inspiration. CARPE DIEM a meaningful sentence that was sufficient for them in order to start the change. what a pity the way the film ends but it</p>		Common responsibility/ Reflecting

		remarks the power of stuck ideas in human mind!		
15	S10	In my opinion the teacher developed a good methodology, however this was harmful for him. This movies is an example of the role that a teacher have to his students and how he can change the thoughts of them in this case he achieved that students had freedom of speech and thought.	Cognitive presence	Metacognitive/ Expressing opinión/ Reflecting
16	S4	"I want to help for you to do in your life something extraordinary" was the phrase that i like,	Cognitive presence	Giving evidence
		the teacher should be interested in the live of students,better and achieve jumping all the obstacles and barriers in the process of learner and staff it is not only devote to a class,there are students who have trouble grasping the knowledge and we are in the responsability to help.		Expressing opinión/ Reflecting
17	S6	I think that we shoud learn from the literature's teacher	Cognitive presence	Metacognitive
		because he is not afraid and he doesn't care what the others teachers think about the way he teaches		Justifying
18	S9	Well, I agree with Miss Rodriguez, the teacher's methodology was so good	Social presence	Reinforces/ Approves
		However, there are some risks which should be taken if we	Cognitive presence	Complements content/ Reflecting

		wanna make our class transcendental. The point here is the historical context, he actually knew he was crossing a barrier- a traditional barrier which anyone has ever crossed in that institution so that risk was going to cause problems, and that's what for sure happened.		
18	S11	That's the point,	Social presence	Approves
		it is fundamental to get out of our comfort zone to do significant changes but we are usually afraid of doing so.	Cognitive presence	Common responsibility/ Reflecting
19	S12	I believe	Cognitive presence	Metacognitive statement
		this movie is enjoyable for both teachers and people who do not work in the education field. It shows valuable education in the way it should be applied. The teacher manages to light his students' fire and set them into motion. After long lives of being mere passive learners, they choose to get into action and		Expressing opinion
		I believe		Metacognitive statement
		that's what good education is all about. They become owners of their own education even if they do not see it as learning a subject in a class.		Reflecting

		I will post my second observation after seeing the rest of the movie which I unfortunately haven't had time to look for.		Individual responsibility
20	S13	Good afternoon,	Social presence	Greeting
		I didn't post before, because I had a problem with my cel.		Individual responsibility/ Apologizes
		Well the film, is so interesting since we are always studying about pedadogy and methodology and it's important, we have to learn it,	Cognitive presence	Expressing opinions/ Justifying
		but the most important here is how we can take this Knowledge and develope our owns concepts and off course be able to apply them with students.		Common responsibility/ Reflecting
		I'm agree with tonny when he talk about our role as teachers,		Reinforces/ Approves
		because I consider that our responsability as teachers isn't teaching subjets only. We also should have a good relationship with learners and create a classroom climate that communicates respect. Generaly we are a model for students, for that reason we must be careful with our actions since these could influence negatively or positively on them.		Common responsibility/ Reflecting
21	S4	Exactly	Social presence	Reinforces/ Approves
22	S14	Well, I just watched the film and that is why I am answering now.	Social presence	Individual responsibility/ Apologizing

23	S7	The film shows a very traditional school. The teachers are always telling the students what they have to do	Cognitive presence	Giving evidence
		I disagree with this idea of traditional schools, parents and teachers.		Disagrees
		We, as teachers have to let our students develop their creativity, their own passions. We do not have to force them to like what we teach. The real issue is making what we teach attractive and meaningful to them. In this way, the students will enjoy what they learn and they will not feel forced to learn.		Expressing opinions/ Common responsibility/ Reflecting
		I agree with Carlos.	Social presence	Approves
		The film shows us a traditionally education what makes students not develop what they want.	Cognitive presence	Metacognitive statement
		I think that's always the problem in Colombia.		
Usually teachers, not all of them, teach only because they have to, but not because they really want to transmit what they know. And this could be also a problem. Because if we as teachers, are not interested in what we are going to teach, neither the students are going to feel interested.	Social presence	Approves		
As Francis have written,				
the way we are, our behaviors or how we teach are very important points	Cognitive presence	Expressing opinions/ Common responsibility/ Reflecting		

		because we are models and they are going to be seeing what we are doing influencing them.		
24	S5	I'm agree with Carlos	Social presence	Approves
		when he says that we have to do interesting and meaningful things for our students. Is our really target.	Cognitive presence	Reinforces
25	S7	Right!	Social presence	Approves
26	S4	Something which caught my attention in a significant way was the creativity the teacher had for combining and applying the kinesthetic and verbal styles in one activity.	Cognitive presence	Expressing opinions/ Justifies
		This happened when he decided to perform the class in the field and students had to read aloud a phrase taken from a poem and immediately they had to kick a ball and put emphasis in the intonation of the verse.		Giving evidence
		In fact, the majority of his classes were characterized Kinesthetics, verbal, and social styles		Expressing opinion
27	S11	Besides, there is something interesting in the film. Perhaps in general terms it is possible to say that the aim is to show that the changes are necessary, but what I love the most is the way they show that it is a process.	Cognitive presence	Expressing opinions/ Reflecting

		I mean, if you notice the last scene, not all the students were standing on their desks.		Giving evidence
		What I can understand		Metacognitive statement
		from that scene is that even if we want to help the students, the classes and the system to change we need to be conscious that it won't be easy or like a magic trick, it will be a difficult but gratifying process.		Expressing opinions/ Reflecting
		Great remark dear friend,	Social presence	Stimulates
		though we do our best as teachers not all people are going to reckonize our efforts above all teenagers cause they're more afraid of what would happen.	Cognitive presence	Reinforces Explains
		That's why I love so much more teaching children,	Social presence	Open communication
		they more grateful than adolescents. They wave you wherever they see you and even talk to their parents about how good or bad teachers teach.	Cognitive presence	Expressing opinions/ Reflecting
28	S7			
		To my mind,		Metacognitive statement
		this movie shows us what the teacher's role really is. We as teachers have to be motivators, creative and engage our students in a meaningful learning process. In this movie, despite of the context and the characteristics of the education at that	Cognitive presence	Expressing opinions/ Reflecting
29	S15			

		time, we see that the literature's teacher breaks this traditional methodology. He helps his students to build their own knowledge , and make them become autonomous learners. The students were used to be told what to do.		
		I agree with you karen,	Social presence	Approves/ Reinforces
30	S2	that movie give us the oportunity to think in our ideologies about learning and teaching progress in this context and specially how we can break with those kind of paradigms that there are in our society and our educational system.	Cognitive presence	Expressing opinions/ Common responsibility/ Reflecting
31	S15	Yes,	Social presence	Approves
		this movie really makes us reflect about what kind of teachers we we will be. Some teachers just teach for money (everyone expects to get paid for their job) and the others do it because they love it.	Cognitive presence	Reinforces/ Giving arguments
		We need to love teaching in order to be good teachers and inspire our students. We are a model for them. As we saw in the movie our job can make people find their paths in life. The future of people is in our hands.		Common responsibility/ Reflecting
32	S16	Yes karen it's the idea.	Social presence	Approves
		Teaching isn't easy, we need really love it if we want to be efectivea	Cognitive presence	Reinforces/ Common

		teachers that affects and touches students live.		responsibility/ Reflecting
33	T	I'm reading great things here I love the way you interact with your classmates. You're not only posting your ideas but also commenting your friends's	Teaching presence	Stimulates/ Cheers
34	T	Congrats Good job specially Vanina, Darwin, Tania Cervantes and Francis (Thumbs up)	Teaching presence	Stimulates
35	S7	Thanks!	Social presence	Thanks
36	S13	Thanks! 🍷	Social presence	Thanks
37	S4	Thanks!!! Above all for allowing us to do something different. This wouldn't be possible but thanks to you.	Social presence	Thanks/ Approves
38	S13	I love Mr. Keating methodology,	Social presence	Open communication
		first, because he involves the learners with the course, allows them to enjoy their learning process. Second, because he causes students to trust in themselves and they are aware that from his actions and ideas can help to solve any social issue.	Cognitive presence	Expressing opinions/ Reflecting
39	S1	Nevertheless, I think	Cognitive presence	Metacognitive statement
		this kind of teaching has its ups and down, taking into account the close relationship that exists between teacher and learners.		Expressing opinions/ Reflecting
		I think		Metacognitive statement

		a teacher cannot be a students' friend, at least, not in the way they really want or need.		
		I agree with almost all my classmates in the Mr. Keating teaching style.	Social presence	Approves/ Reinforces
		It's really good because he interact in a very deep way with his students. However, every single extreme is dangerous, that's why it's important to keep an invisible line we don't have to trespass	Cognitive presence	Expressing opinions/ Reflecting
		But, in general terms, I agree with you, specially with Francys	Social presence	Approves
		because he is a different kind of teacher who produces changes in society.	Cognitive presence	Justifying
		Yes,	Social presence	Approves
		i think that is the aim,		Metacognitive statement
40	S4	to cause good changes in the society, so that the teachers should strive increasingly news strategies that will allow to students progress in their learning process.	Cognitive presence	Expressing opinions/ Reflecting
41	T	Remember to bring the sample exams tomorrow with some copies. And your findings about active reading	Teaching presence	Direct Instruction
		miss I have a question,		Positive interdependence
42	S11	I am interested in assisting to the conference with anne Burns so Do we have to pay?	Cognitive presence	Organization question

43	T	No. It's free.	Teaching presence	Replies
44	S11	Thank you	Social presence	Thanks

Chat 4

Turn	Participant	Participation	Interaction Categories	Interaction patterns
1	T	Hi guys, it's active learning time!!!	Teaching presence	Greeting Defining and initiating discussion topic
2	S1	I watched the film already, It was wonderful, really liked it	Social presence	Open communication
		because it show many things about the different point of view of the education and the importance and influence of one teacher in their students.	Cognitive presence	Giving arguments
		Our role how teacher is not only give knowledge is add value to their lives through our own life, is gives importance not only how students but how people who have feelings,, needs and dreams.		Expressing opinions/ Common responsibility/ Reflecting
		(sorry for not writing before) by Dina c.	Social presence	Apologizing/ Individual responsibility
3	S1	Active learning is an strategy of teaching and learning, where the student is the center. A.L. Promote the student participation and reflection through different activities how the dialogue, collaboration and construction of knowledge as well as skills and attitudes. By. Dina c.	Cognitive presence	Explains/ Arguments
4	S2	Based on my previous readings, I can say that active learning is a process in which the	Cognitive presence	Metacognitive statement

	<p>students are involved, but in a deeper way;</p> <p>In this process the students have to use their knowledge to do an activity, task, or to resolve a problem, here the students know what they are learning. It believed that in this way the students learn more because this kind of “learning” is more than memorization, that is, they can explain the knowledge in their own words, and obviously to produce theirs.</p> <p>In this process the role of the teacher is important because, due to his or her job the process of active learning could be successful. That is, he or she has to create the activities which allow that the students are involved in the process, and that they could accomplish the process, and to have a significant learning.</p> <p>The advantage of this methodology is that the students are more self-sufficient, actives, and that they can find the real goal of their education. One disadvantage of this methodology is that students think that this process is a waste of time, because of the activities take more time. In that case the teacher has to deal with this and to create strategies to</p>		<p>Explains/ Giving arguments</p>
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		make the process successful. By: María Ramos F.		
5	S2	Last week in my material design class, my teacher said that we teach based on theories and active learning is a proof of that...	Cognitive presence	Justifying
		As I read,		Metacognitive statement
		active learning is an approach which consist on propose activities in which students can feel involved on their learning process, I mean, they can know what they are learning and also the purpose of those activities...		Explains
		Some examples of those activities are: debates, group activities, learning through teaching and others... I have participated in those activities and I even implemented them in my practices so I discovered that they are really useful for teacher and also for students. By: Yurany.		Justifies/ Metacognitive statement/ Reflecting
6	T	Good job Yurany! I know you don't have What's App but you asked for help and participated in this conversation. Great!!!	Teaching presence	Stimulates
7	S23	I was reading about active learning and I found something that caught my attention: "...	Cognitive presence	Metacognitive statement

		for some the very concept is redundant since it is impossible to learn something passively...". I agree with that statement, students and their learning needs always have to be the focus when teaching and this is what active learning deals with.		Explains/ Giving arguments
		I also agree with Tania's remark;	Social presence	Approves
		through active learning students can be aware of their own learning process,		Explains/ Giving arguments
		I mean, how are we supposed to know what we have learnt if we hardly get involved in activities which help us do?		Content question
		Getting involved in such activities means development and/or improvement of critical thinking, increased motivation, and improvement of interpersonal skills.	Cognitive presence	Giving arguments/ Reflecting
8	S4	About active learning I can say		Metacognitive statement
		that is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some	Cognitive presence	Explains

		approaches that promote active learning.		
9	S5	Like you have already talked about the definition of active learning, I consider myself important to talk about how we can apply it on our classes (as teachers) and how useful it could be.	Cognitive presence	Positive interdependence
		After having read your comments,		Interpelates responsibility
		I think		Metacognitive statement
		that some strategies of active learning could be "opening questions" in which we can make our students reflect about something that has to do with the new topic and their life.		Giving arguments
10	S5	Do you know some other strategies?	Cognitive presence	Content question
11	S2	There are many active learning strategies for example : TEN - TWO strategy: In this activity , the teacher shares info for ten minutes and then stops for 2 minutes to encourage students to share ideas, fill in any gap or misunderstanding or allows other students to clarify doubt to their partners Another one is : 3-2-1 Format: After explain X topic.. Students have to share 3 ideas or 3 issues related to the topic already learnt.	Cognitive presence	Explains/ Complements content

		After that , 2 examples or uses of those ideas and then, 1 question or solution to the problema		
12	T	Excellent moment to share interesting strategies	Teaching presence	Stimulates
13	S2	We can say that active learning have advantages like ... To increase critical thinking in students.. To Involve students by stimulating them to talk more but there are disadvantages too. Students could be stressed because of the necessity to adapt to this new way of learning and is more time consuming and energy demanding for the teacher.	Cognitive presence	Giving arguments/ Reflecting
14	S3	In my opinion,	Cognitive presence	Metacognitive statement
		active learning is a process that evokes an encouraging teaching technique that it is focused on the learner, not just on the subject content. It includes anything that involves students in activities or thoughts about their task.		Giving arguments
15	S4	I consider	Cognitive presence	Metacognitive statement
		Active Learning as a way to teach involving the students actively in the learning process. This type of learning stands in contrast to standard modes of instruction in which teachers do most of the talking and students are passive.		Giving arguments/ Justifying/ Reflecting

		<p>The most important thing in active learning to take into account is the learner's needs. It is up to the teacher to find strategies that help the students to improve being active part of the learning process. Some of the most useful elements to employ in a active learning class are talking and listening, writing, reading and the most important, reflecting. It is necessary that the students are pushed to reflect and develop critical thinking by linking the knowledge gained with real life context and situations.</p>		
16	S5	<p>According what I read, Active learning is an aproach in which students stop being just a Container where teachers put the knowledge, they stop being that, for becoming responsible of their own learning. I mean, through active learning students are involved in their own learning, they won't just wait for the teacher who is going to give them all what they should know, they are going to do something, in order to acquire that knowledge.</p> <p>I think</p> <p>this aproach is really interesting because students have to work, have to do something in order to acquire a knowledge and in this way, what they learn is</p>	Cognitive presence	<p>Justifies</p> <hr/> <p>Metacognitive statement</p> <hr/> <p>Explains/ Giving arguments/ Reflecting</p>

		going to be significant to them and there are more possibilities that they remember that in a few years, instead of forgetting it like it would happen in a passive learning. By Julieth Araujo		
17	T	Very good Julieth, you are concerned about participating in this discussion no matter you don't have the app. Thanks for your opinions	Teaching presence	Stimulates
18	S6	As far as i could read	Cognitive presence	Individual responsibility
		active learning is experiential and engaging. With it you can explore a range of learning experiences that can be more effective and interesting. Active learning also involves team activities. In fact, teamwork plays an important role in learning but it is necessary to adjust the activities in order to include measures to promote interdependence. By Renzo Peralta.		Giving arguments/ Justifying
		According to what Edwin said and related with the question he asks about "Activities" in active learning, I agree with his suggestion of thinking in "opening question" as a strategy of active learning.	Social presence	Approves/ Reinforces
19	S7	Since the questions are the best form of interaction and these can occur at any time during the class. By asking questions, we not only	Cognitive presence	Justifies/ Complements content

		<p>turn students into ACTIVE PARTICIPANTS, but we can also get a sense of their interest and comprehension.</p> <p>We can also try asking specific questions or asking for comments or opinions about the subject of the class.</p> <p>Another possible activity in active learning could be debates.</p> <p>I believe debates allow us to add a participatory dimension to the class. But not only to let the students talk and discuss. We can make it a little different. For example, we can divide the classroom by sections representing a particular side of the debate and the students have to choose one side or the other. The idea is to ask them their reasons for choosing a specific side. To conclude, we can ask some students, maybe volunteers, to make the summary of arguments for each side of the debate.</p>	
20	S2	<p>To my mind,</p> <p>active learning is the process where children are engaged for doing activities by themselves, share their own ideas and produce their own knowledge based on the previous information that they have already received from the teacher.</p>	<p>Metacognitive statement</p> <p>Cognitive presence</p> <p>Giving arguments</p>

21	T	Thanks everyone for your excellent ideas!!!	Teaching presence	Thanks
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