Teaching and learning models underlying the use of e-learning platforms in Spain
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Abstract
The use of e-learning platforms in Higher Education is traditional and instructional. But mature teachers make frequent rich uses. They like to undertake dialogue processes in their teaching, and students are actively involved in the construction of knowledge. These uses are possibly linked to pedagogical wide conceptions, explicit and constructivist educational projects and ICT uses in their lives. They receive help from an institutional context pedagogically oriented.
The study is implemented in 11 Spanish universities and about three thousand teachers, with various techniques (questionnaire among them). It shows four groups with different practices.
These practices differ in some identification data (field of knowledge where they work, teaching experience) and curriculum aspects, including communication tools, methodologies, grouping and evaluation practised.

Key words

Foreword
The study presents an analysis about uses, effects and models using platforms in European Space for Higher Education (ESHE). This paper addresses the problems and results related to the profiles of academics that use distance learning platforms (instructive, facilitator).

The change in the practices of higher education
The change in teaching practice is not spontaneous or one-dimensional, is complex (Bliuc, Goodyear and Ellis, 2007). In Europe we are talking about the European Space for Higher Education (ESHE) and a convergence in practices. Elsewhere we do about e-learning, virtual campuses, blended learning, teaching at the university and specific elements of teaching; practices are instruction or dissemination and facilitation or research communities (Harasim and associates, 1995; Hanna and associates, 2000; Bonk, 2003; Anderson, 2004; Scholze and Wiemann, 2007); the second way haves elements of curriculum like ability of students to learn, to do and discuss, solve problems of reality or work on the same reality--; communication processes, groups, methodological strategies (i.e. collaborative work), active participation of students, mentoring, material and virtual resources and evaluation, among others. This is a kind of flexible, dialogued and participated learning.

The main way is that virtual classrooms are instructive, where teachers provide readings and links, and uses are email, narrow range of resources, few proposals for collaborative activities and summative evaluation. Most forums do not work unless teacher launches a question and creates discussion. Platform reproduces what happens in classrooms, a traditional way.

**Teacher models that emerging in practices with ICT**

The study identify four clusters or groups of teachers (Figure 1) that, as Anderson say, build their teaching presence with repositories, communication and project development, features that emphasize aspects of education that moves between the spread and facilitation, as now we tell.
It is noted in Figure 1 that teachers of Social Sciences are fundamentally in group 2, and Experimental Sciences at 1. These groups will have a significance which is then tell. The youngest group is group 3.

The uses of ICT for these groups are varied. It could therefore be seen as the group 1, experimental sciences and more traditional, does not promote communication processes as the group 3, reflective of Social Sciences.
This trend is confirmed in teaching practiced (Figure 3), activities (Figure 4), resources (Figure 5) and evaluation (Figure 6), an education more open. In Figure 2, for those groups who practice a less open education, there are no uses of interactive materials, which may be indicative of textual documents centred uses. The interest in adapting and individualized education is lower (Figure 3), and is also lower the number and diversity of activities promoted (Figure 4) and the design of evaluation as final (Figure 6).

Figure 3. Principles practiced.
Figure 4. Activities practiced

Blended learning promotes student learning. The principles identified by the participants (Figure 3) are focused on instructional training in group 1, more traditional,
and learning environments in group 2, which practises open curriculum. Student autonomy is enhanced.
The study shows an increase that may become overload of tasks carried out by students (Figure 4). While the group 1 have discrete activities in any category, group 2 doubles, triples and quadruples up activity.
Blended learning involved a variety of resources. Platforms are repositories documentaries (qualitative study). This trend is shown in Figure 5, where there are no interactive resources, traditional teaching supported by e-learning.
More activities, codes and learning activities, as shown in Figure 6, are with diversified modes of assessment.
We can not say about the skills involved or on the communication processes, a study not yet done.
Teachers more open include variety (methodology, resources, evaluation) (figure 7).

Figure 6. Evaluation practiced
Younger (group 3) have less commitment to a broader educational processes view. Maturity and experience are key in pedagogical conceptions which include ICT. Therefore, although the study identifies instruction as main teaching practice, there are indications to believe that teachers participating in the study show inclination for a varied education.

In some cases, communication processes have a big role. Few teachers are identified as a team, but there are some. The platforms are tools with broad potential. The intensity of use shows confidence in their varied possibilities, which make various methodologies.

**Conclusions**

The study assesses open practices with e-learning tools. It seems that it's not ok. There are lonely practices and instructive teachers. There is neither school culture nor communities of practice. There is a lack of institutional culture. Sensitive teachers seek alone. It is difficult to be optimistic about innovative view of educational models that underlie the uses of platforms. The new methodology prompted by the inclusion of uses of distance learning platforms in Higher education should be open, with improvements in student participation, mentoring, assessment and resources, new ICT uses as well as professional knowledge (e.g. Casey and Wilson, 2006).
Some argue that the mere use of online tools adds value to teaching. The platform encouraged to explore and think (Castaño, 2003). This issue is controversial and could agree with it in certain circumstances: continued innovative uses, doubts about their own teaching practices, changes in practices after uses of tools. Ever need to create a community of practice and transformation of school policies. ICT included in education not transform education. Success depends on the quality of design education (Scholze and Wiemann, 2007), prior innovations, good practices, communities of practice, organizational and political leadership at the university, for open educational practices with platforms and distance learning.

References


