FLIPPED CLASSROOM: TECHNOLOGICAL TEACHING AND LEARNING METHODOLOGY IN UNIVERSITY

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Abstract

This article is derived from a qualitative research of interpretative type, under the hermeneutic approach, which aims to generate a theoretical approach about the inverted classroom as a teaching and learning methodology with the effective use of information and Communication Technologies (ICT) in college. This leads to identify the meanings and meanings given by teachers to the dilemmas of the methodology of the classroom invested in the higher Polytechnic School of Chimborazo, Faculty of Computer Science and Electronics, this being the context under study. In the methodology, the technique of the in-depth interview was applied to five social actors of the Master in Planning, evaluation and Accreditation of higher Education, whose transcribing discourses were submitted to the processes of categorization and codification. The findings were defined around the categories: approaches and disciplines, characterization of learning and dilemmas in technology teaching, which revealed their significance through the emerging subcategories. Within the results, we highlight the reflection on the benefits of ICT and its communication channels as ideal means to make use of the classroom invested in the various disciplines, for the versatility and accessibility to global information in the knowledge society. Thus, It is concluded that the meanings and meanings by teachers to the classroom methodology invested in the university scenario, attract in the way of making innovative these experiences that results in academic efficiency by contributing to the teaching and Learning process.

Keywords: Flipped classroom, information and communication technology, teaching, learning, technological communication, learning motivation, collaborative learning, university.

1 INTRODUCTION

To think about the benefits of information and communication Technology (ICT) in a changing and increasingly globalized world in the knowledge society, is to enter into models of teaching and learning that perceive the active and motivating center of the University student, by institutionalizing the Learning Management System (Moodle), as a support platform in what is considered the inverted classroom, which acquires interest and the positive attitude in the student's commitment to get the Effective learning that transcends the traditional classroom. [1].

In this sense, the technological culture becomes effective within mechanisms, tools and processes that conquer the sense of adaptability and flexibility to the needs and interests towards learning and are involving the situation of knowledge in a System of synergistic relations, of discoveries that are intended in the dynamic of permanent search, as they mention [2], the model of the inverted Classroom (ICM), has as objective the change of the passive learning to accelerated learning, To encourage learning at cognitively demanding levels immersed in events of analysis, synthesis and evaluation. Therefore, these demands focus on participation, skill performance, dynamism in the way of learning and solving problems with the same, in the wide margin of network collaboration. [3].

1.1 Potentiality in the use OF ICT tools

The university teacher offers different ICT-based tools available to students such as videos or podcasts to present information via the Internet to be assimilated before the classroom meetings, where the doubts are finally clarified, They carry out the practices and establish the discussions adapted to the subjects or curricular approaches. According to [4]. It is important to clarify that this pedagogical and autonomous method, mediated by the ICT, does not leave aside the action of the teacher and his guide in the process of learning, because his performance in the selection of the contents, the assimilation and retention of The materials available through the various electronic media, allow the constant communication teacher-student-students, which implies the change of roles, because it has to strengthen the sense of collaboration activated in the learning itself.
The situation associated with collaborative learning is a priority in deepening the content displayed in the video. However, [5], it states that most students recognize the effort of the previously recorded classes and value their advantages, which combined before and after the class time, poses a motivating and stimulating situation in the environment of Learning. The author also adds that the university student must be aware and willing to experiment and verify that the learning methodology itself is active learning, because it not only acquires knowledge, but also skills, skills and Competences in the fact of learning to learn. Therefore, versatility, use of time, cooperation, multiple strategies available, critical thinking, active pedagogy, participation, self-learning, attitudes of responsibility, among others, highlight the applicability of Educational model of the inverted classroom.

1.2 Experiences in different fields disciplinary
The research experiences in this pedagogical model are diverse, like the case studied by [6], who attracts his implementation in the edition of exercises to dictate the classes of musical language, where he emphasized the exercises of music of A practical and theoretical character developed in a software and converted from a standard score to templates, whose representation of the virtual classroom for the music class set a challenge and advantage for the students and higher requirements for the teacher by combining Elements of maturity and quality in the learning. Importantly, we also asked the classroom of English as a foreign language, [7] in the disposition and availability of the use of these effective tools in communicative learning, acquiring satisfactory results in the Teaching and learning process.

In this order of ideas, it is important to highlight the pedagogical situation of the inverted classroom applied in the learning of mathematics, which constituted a significant experience as mentioned [8], with the capture and search of tutorial videos As Camtasia Studio 8, in addition to other virtual tools, such as modules in Prezi, educational blogs, programs for online structured internal evaluations described in Daypo, YouTube channels, identified as current technological resources of easy and Free access. Thus, the learning situation with the curricular strengthening achieved effectiveness in the study of specific subjects of the area of mathematics, given the improvement of the learning seen in the academic results, pedagogical recovery, aspects Students ' evolution and appreciation of the use of assertive didactic resources by interacting and communicating in network.

According to [9], they emphasize the approach of learning flipped in the education and practice of the engineering career, which provides guidance, critical evaluation and synthesis in the systematic review of the contents in the area, when managing the own Learning, generating diverse benefits and challenges for students and instructors, such as flexibility, improved interaction, professional skills and student participation, corroborating findings in other studies of the same Nature.

The situation raised is referred to by [10], who considered the applicability of the inverted class in the field of knowledge about the economy in the issue related to international finance, emphasizing the need for the analysis of two Main components: The challenge/growth and understanding/quality of learning focused on the participation of students, in cooperative studies around projects. All these aspects defied growth, quality in the effects of education and spontaneity in mediation and instruction.

1.3 Motivation involved in the making of learning
The instructional strategies that are implemented can impact the cognitive burdens and motivation of the students, which educators should consider when planning for the construction of knowledge. [11]. in this environment of ideas, the characterizations and implications in the reality of the global society, are addressed in the world of the Network information and the collaborative learning, which makes think around the support to the methodology of the inverted classroom In the different areas of university knowledge to make efficient the fields of knowledge, where courses are the technological characterization of an innovative model that reverses the habitual paradigm of the classroom and increases the interest and motivation of The students. [12].

According to Karabulut-Iligu, Jaramillo and Jahren (ob. cit.), the inverted classroom reasoning focuses on using the face-to-face class time for complex exercises, where students can interact with each other and with the instructor, while the latter It is available for the contributions and mediations that help to obtain the learning of the contents by offering spaces of interaction to improve the professional skills, as is requested in the current competitive society in the global market and in the environment Changing that demands of the engineers this quality.
1.4 **Inverted classroom: University open to knowledge**

The dynamics in the production of globalized knowledge is increasingly demanding and competent as a challenge posed to teaching and university learning, through the effects of screencasts in its preparation prior to discussion and interaction in the model of Inverted classroom. (Love, Hodge, Grandgenett and Swift, ob. cit.). Thus, the methodology of the inverted classroom is assumed from a specific type of mixed learning design that implements the information and communication technology to mobilize the construction of knowledge within activities and strategies that can be complemented in any discipline, as long as there is the competence of the teacher, the availability of the technological resources, devices and the will to make new in the learning situations.

The example of its efficient effects from the renewing changes in the synergy of collaborative actions of students was demonstrated in the investigative experience of [13] around the inverted introductory statistic class on the university stage, where students became more open to cooperative learning and innovative teaching methods were discussed for the contributory analysis of shared decisions given to the stability of connectivity of the Learning communities in the classroom.

In this regard, KarabulutIlgu, Jaramillo and Jahren (ob. cit.) say that the learning approach invested in engineering education provides distinctive elements for their critical self-evaluation, which has gained popularity among educators of this Career in the design and development framed in the efficiency of the pedagogy of the inverted learning, because it creates opportunities for the resolution of complex problems, besides extending the learning beyond the limits of the class time through the use of Online platforms. Speaking of the efficiency of the methodology of the inverted classroom in terms of considering it as a university open to knowledge, I refer to the argument of Turan and Goktas (ob. cit.) from the perspective of their effects on student performance and levels of cognitive charge. This was evident in his research, which he showed as main findings that the students who were taught with this model of teaching and learning achieved more significant achievements in both variables effectively. This efficiency situation, also evident in the studies of [14] developed in performing arts with the methodology of Flipped classroom (inverted classroom), by implementing the conferences in lines as tasks complemented with the work practical in class, guided consultation approaches, accompanying guest professors to benefit the power of helping each other, research, active, participatory learning, and peer learning.

In the case of the ecological discipline, it refers [15], that this methodology of the inverted classroom exemplifies through the teaching, the construction of an ecological perspective that opens the university to the distance students, adapting their Knowledge after re-visiting the inverted classroom. In these conditions is present the integration of the information and communication technologies fulfilling effects around the virtual simulation and effective use of the social networks in the education. With all these perspectives of benefits, flexibilities and efficiency of the methodology of the inverted class, is considered of interest its applicability, given the benefits that are currently managed from its linkage with information technologies and Communication, in addition to the needs of innovation that are demanded of the university that in terms of [16], It is necessary to rethink the necessity to change the educational paradigm, by adapting the education not only to the technological change that is being lived, But also, the social and methodological change to approach the construction of knowledge.

1.5 **Personalization of the learning process**

The conditions that point to the innovative system of teaching and university learning by having the Moodle platform, the disposition and availability of the teams and institutional support, added to the will and capacities of the teacher, to propose the Methodology of practices related to the inverted classroom, it becomes effective in this time of social transformations, where the dynamics of the cash-making enables the reorientation of new scenarios, didactic resources and the use of the technology of the Information and communication to expedite the effectiveness and competence of knowledge, through a combination of activities face-to-face and online. For this purpose, it is the inverted classroom that according to [17], requires a more sophisticated system in the comprehension of effective teaching methods to manage the change of the traditional learning to the inverted learning and the maximum adaptability of the Technology as part of this change.

The inverted classroom is growing in popularity in college education. The instructors experience the growth, adaptability and functionality of this model, as they justify the approach of flexible administration of time in and out of class until self-evaluation in the impact of learning, in the expression of the Pre-class preparation, classroom activities, extracurricular assignments and peer collaboration. Therefore, they point out [18] that by mixing the strengths of computer-mediated
instruction through digital interfaces, self-learning, online participation and with the availability of classroom time given the Collaborative opportunities, problem solving, interaction between instructor and peers, it is evident that the flipped classroom can effectively improve learning, increase participation and optimize the development of thought Critical.

Digital pathways such as videos, visits to websites related to use, listening to audio, recommended readings, among others, offer opportunities to develop skills that facilitate learning. According to [19], the impact of inverted instruction as a pedagogical tool is effective, as students' performance is recognized by providing a more attractive environment for PREPARATION in this 21st century. The stages of applicability followed by this author, is conformed in Phase 1, which contemplates the recommendation of the lesson to be flipped. The instructor begins to determine the learning outcomes of the lesson, which are divided into lower-order thinking skills, which include remembering, understanding, and applying, as well as higher-order thinking skills related to Analysis, evaluation and creation. The first skills are achieved outside the classroom and the second skills are achieved in class.

Also, Alsowat (ob. cit.), refers to Phase 2, where the instructor designs the content through videos, audio, reading materials and delivers it to the students before the next class. You should keep in mind that content covers inner-order thinking skills. In the same sense, students watch the videos outside the classroom, read the materials, listen to the audios and other materials assigned to remember the information provided, understand the ideas of the lesson and analyze the content. In Phase 3, within the classroom, students participate in active learning activities, discussions, collaborative learning, critical thinking skills. In Phase 4, at the end of the lesson, students must carry out projects, presentations and treaty-related tasks. These activities are evaluated by the instructor to ensure that the learning outcomes are achieved.

1.6 Digital resources implemented in the inverted classroom

The diverse theories about digital resources and the strategies that underlie the development of the educational activities of the inverted classroom add value to the experiences of teaching and learning about problem solving, Apply real-life information. [20]. in this sense, the aforementioned authors recognize the recommendation of readings, short lectures of recorded audio or video and some other forms of computer-based instruction. The focus of the classroom learning sessions should not be in the presentation of the content, but in maintaining the student's active commitment to the respective area of knowledge.

Nevertheless, the expectations about the strategies, techniques and digital resources that can be implemented in the inverted classrooms, are manifested in some difficulties recognized by the professors when having to redesign the courses to know exactly What to choose between the options that seek best practices with respect to the downloaded content, the effective use of the available technologies and the activities related to the evaluation. [21],they indicate that the format of the Conference has changed and evolved from slides, audio, podcasts or narrated presentations, to videos that can also incorporate animations, screenshots and other multimedia contents. In addition, Khan Academy, Coursea, TED talks, YouTube, interactive technologies such as tutorials or online questionnaires, among others; which are digital resources associated with this methodology, in the quest to provide access to recorded lectures, instructional videos, and interactive Web events for teaching and learning.

In the words of [22], diverse digital resources are identified in the domain of conforming the technological tools that can be used like wikis, blogs to interact virtually outside of the class and to work in collaboration to solve Problems or exchange ideas. These tools allow users to share text, images and videos with other users during distance learning. Technological means are integrated into teaching-learning activities, which makes it possible to see that digital resources help students to interact easily with all communities in and out of class, expanding the ways and means of this Communication and interaction.

1.7 General Purpose

This article derives from a qualitative research concluded, of type Interpretivist, under the hermeneutic approach, posed to generate a theoretical approximation about the inverted classroom as methodology of teaching and learning with the effective use of The information and communication technologies in the university. However, in the intellective gaze of this production, only the specific purpose associated with identifying the senses and meanings given by the teachers to the dilemmas
of the methodology of the inverted classroom in the Polytechnic College of Chimborazo, Faculty of Informatics and Electronics.

2 METHODOLOGY

By adhering to the qualitative approach of research, the required information was sought through the interview in depth, defined by [23], as an open, discovery-oriented tool that allows the interviewer to explore Profoundly respondent’s response, feelings and perspectives on a subject, characterized by a semi-structured, conversational, active listening format. Five teachers from different areas of knowledge were selected specifically in the master’s program in planning, evaluation and accreditation of higher education at the university under study. This eligibility was due to the willingness and availability to contribute their experiences and experience about the inverted classroom and the dilemmas that are located in these scenarios of technological nature of the learning. The information provided was emptied in tables of contents arranged for that purpose, where it was also categorized and encoded. The latter obeyed the symbolizing that it expresses, the initials of the name of the emergent subcategory, the social actor (AS1, AS2, AS3, AS4, AS5), which mentioned it and the lines of the material transcript of the interview where the fragment can be located Informative. The significant integration of these subcategories allowed the derivation of the superconceptions, which were finally assumed as a core part of the theoretical approach. However, for the purposes of this article, only the significant concretion of the categories is presented: approaches and disciplines, characterization of the learning and dilemmas in the technological teaching and its subcategories, from the pieces of the information Selected.

3 RESULTS

Table 1, which contains information provided by the social actors, is presented below.

<table>
<thead>
<tr>
<th>Social Actor/discursive fragment in the interview in Depth (EAP)</th>
<th>Category Subcategory/Code</th>
<th>Interpretation and Holistic argumentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor Social 1 (AS1): It is projected on the idea of favoring alternatives for the professionalization of the participants, by virtue of new criteria associated to the benefits of the ICT...</td>
<td>Category: Approaches and disciplines Subcategory: Favors alternatives of professionalization. Code: FAVALP, EAP, AS1, L: 17-21</td>
<td>The situation that dominates the interpretative scenario that is revolted by the social actors in the integral consideration that is interpreted from the category: Approaches and disciplines, let see in the voice of the social actor 1, its significance through the subcategory: Favors Alternatives of professionalization, because of the kindnesses of flexibility and access of which the students have to make effective use of the ICT in the learning processes, with the methodology of the inverted classroom. In the same terms, the social actor 3 granted its meaning in the reality of didactic proposals according to the type of student, as well as the materials and the area of knowledge pertinent to the instruction strengthened with the technologies. Also, the social actor 4, unveiled the significance of the training and experience of the teacher to face the challenges of the knowledge society. On the other hand, the social actor 5, also was pronounced to connote the capacity of the mediator and the students, in front of the exigencies of this type of methodology of the inverted classroom. These enveloping aspects in the development of academic activities, teaching and learning in university scenarios, are reflected in the framework of the necessary transformations adapted to the conceptual needs of our time.</td>
</tr>
<tr>
<td>Actor Social 1 (AS1):... It is a relevant professional option as it recognizes space limitations and timetables for effective compliance in the development of classroom courses...</td>
<td>Category: Learning characterization Subcategory: Flexible spaces and timetables. Code: ESPHF, EAP, AS1, L: 22-30</td>
<td></td>
</tr>
<tr>
<td>Actor Social 1 (AS1):... It gives way to this alternative of knowledge to build through the technological network linked to the interpretation of the global processes of the university...</td>
<td>Category: Dilemmas in technological teaching, Subcategory: Knowledge Globalization. Code: GLOCON, EAP, AS1, L: 39-42</td>
<td></td>
</tr>
<tr>
<td>Actor Social 2 (AS2):... By making decisions that become interested in the attitudes and motivations of the students...</td>
<td>Category: Learning characterization, Subcategory: Student motivation. Code: Retrotest, EAP, AS2, L: 25-28</td>
<td></td>
</tr>
<tr>
<td>Social Actor 2 (AS2): The other case is managed entirely by distance, e-learning, or partially distanced, B-learning.</td>
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</tbody>
</table>
| Category: Learning characterization  
Subcategory: E-Learning and B-learning.  
ELBL, EAP, AS2, L: 39-43 |

<table>
<thead>
<tr>
<th>Social Actor 3 (AS3): If you have a sophisticated technology, it provides an adequate solution in terms of knowledge management...</th>
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</table>
| Category: Dilemmas in technological teaching,  
Subcategory: Sophisticated technology, SOFTEC, EAP, AS3, L: 55-59 |

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<tr>
<th>Social Actor 3 (AS3): Only adequate results will be obtained in terms of instruction and learning, as the technological elements are accompanied by didactic proposals according to the type of student, subject, materials...</th>
</tr>
</thead>
</table>
| Category: Approaches and disciplines  
Subcategory: Didactic proposals according to the type of student, subject, materials, ODAEAM, EAP, AS3, L: 70-75 |

<table>
<thead>
<tr>
<th>Social Actor 3 (AS3):... In addition to being accompanied by an appropriate instructional design.</th>
</tr>
</thead>
</table>
| Category: Learning characterization  
Subcategory: Appropriate instructional design, APDI, EAP, AS3, L: 77-78 |

<table>
<thead>
<tr>
<th>Social Actor 4 (AS4): Distance learning must be rich in accompaniment and interaction, which can be provided by the teacher or tutor, and peers...</th>
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</table>
| Category: Learning characterization  
Subcategory: Accompaniment and interaction, EAP, AS4, L: 23-27 |

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<tr>
<th>Social Actor 4 (AS4):... There should be no room for uncertainty, conflicts or uncontrollable situations...</th>
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</table>
| Category: Approaches and disciplines  
Subcategory: Teacher training and experience, CAPEXPD, EAP, AS4, L: 33-36 |

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<tr>
<th>Social Actor 4 (AS4): It is imperative the union of Didactics and technology, the latter should not prevail on the first, since by itself this technology, however sophisticated it is, does not produce the necessary effects for the generation of learning.</th>
</tr>
</thead>
</table>
| Category: Dilemmas in technological teaching,  
Subcategory: Didactic union and Technology, UNDITEC, EAP, AS4, L: 39-45 |

These results are consistent with the methodology of the inverted classroom to provide the linkages in the overcoming of the drawn goals that show situations of success and academic performance in the significant construction of the new technological skills that are They require in this 21ST century, that according to [24], they advance in the effective use of digital technologies in the university sector, before the confluence of an innovative pedagogical posture, dynamic and at the forefront of the virtualization that is fulfilled to the Use the smartphone, tablets, application-only activities by clicking, having the emphasis on feedback of concepts for knowledge empowerment.

As for the category: Characterization of learning, was unveiled in the voice of social actor 1, through the subcategory: flexible spaces and schedules for the fulfillment of teaching and learning in the different areas of disciplinary knowledge University. Situation that is entrenched in the voice of the social actor 2 in the subcategories: motivation and modalities e-learning and B-learning. Also, the social actor 3, implied his perception of the same category in the significance of an appropriate instructional design, a question that complemented the social actor 4, to mention the accompaniment and interaction and social actor 5, from the aspects that They denote communication through ICT, since the implications of the inverted classroom, unfold in the dynamics of participatory action that is derived in the search, socialization of knowledge and collaborative learning of students among them and With the instructor, which requires, in addition to the will, capabilities and joint action, motivational events to build knowledge.

In this regard, Percsky and McLaughlin (ob. cit) are announced that the student-centered pedagogy is effective in the scope of learning whose key elements of the classroom as content downloaded before the class, generate an active learning, represented by A range of well-developed and evidence-based strategies; In addition to the evaluation that includes various feedback approaches and stimulates the student’s responsibility for the learning of previous material, the exploration characterized by the research.

However, the category: Dilemmas in technological education, highlighted in the voice of social actor 1, through the subcategory: globalization of knowledge because of its articulation to the information society that seeks innovation and globalization of University processes. Similarly, the social actor 2, complemented this perception through the mentioned in the subcategory: Educational update; A question that the social actor 3 meant in terms of recognizing that one of the...

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dilemmas in technological teaching derives from the necessary condition of sophisticated technology in use. For its part, the social actor 4 perceived it within the integral bond of didactic union and technology to produce the effects the innovative generation of learning, a situation that was recognized by the social actor 5 within the framework to recognize the integral confrontation of Dominion from the capacity of mediation in the development of the activities, typical of the inverted classroom.

To ensure the effectiveness of this methodology, recommend [3] that teachers motivate and support students, in a permanent communication and feedback for the development of new learning techniques, therefore, have to design Carefully videos of lessons or pre-class activities, using a research-based approach, emphasizing the importance of watching the lessons videos.

Actor Social 5 (AS5):... This requires the latest technologies and capabilities for both the mediator and the students...

Actor Social 5 (AS5):... I think it has its own context in this medium of online learning, and of course the knowledge management in these environments also allows to have mastery of the virtual situation in the courses.

The interpretive stage shown in an integral way is shown in figure 1.

Source: Information provided by the social actors in the interview in depth

4 CONCLUSIONS

The specific intentionality considered in this article to identify the senses and meanings given by teachers to the dilemmas of the methodology of the inverted classroom, are recognized from the different areas of teaching and learning in the University subject to study. From this point of view, the situations that determine it in the reality of the Society of knowledge are diverse, as opposed to the priority of innovation requested in the academic dynamics, which implies the change of roles to activate the new competencies in the Must be of the fact that it pertains to the sense of learning to learn. However, the discussion of the aspects associated with the applicability of the inverted classroom, are identified according to [25], in the audiovisual content with the appropriation of the multimedia material that is distributed to the students before the class In-person, complemented with a guiding guide of the activities. In this sense, it highlights the reflection on the benefits of ICT and its various channels of communication as ideal means to upload content and disciplinary approaches that should be easily accessible to students.
This scenario makes it possible to infer that, in the situations of teaching and university learning, they have to be allowed the registration of the instructional activities, the checking of the accesses and the comprehensive corroboration of the assignments, to be able to know the Effectiveness of the methodology of the inverted classroom. Another significant aspect has to do with the revision and clarification of doubts, feedback and collaborative learning, which could generate new lines of research where inquire about the depth of knowledge reached via the Internet.

Similarly, the discussion about motivation in reading texts and carrying out tasks for the promotion of class efficiency is a significant element that gains strength in the perception of the cognitive efforts that are concretized towards the Accomplishment of tasks and activities via WEB. Hence, the characterization that dominates the scenarios of constant search for information, socialization and interaction with peers and the instructor, which transcend the doing in the field of the classroom. In this order of ideas, [26], it makes it see that the management of the skills in the identification of the selected material in the learning, the peer-reviewed research and, consequently, the compilation of diverse sources of data is an effect Positive, critical and creative, which impacts learning in the methodology of the inverted classroom. However, the limitation of this condition has to be manifested from the technological domain capacities of the instructor, to produce an effective didactic effect in the management of the technological tools, their animation and accompaniment in the follow-up Communicative with their students by maintaining motivation.

Thus it is concluded that the senses and meanings given by the teachers to the methodology of the classroom invested in the university scenario, attract in the way of making innovators these experiences that gain academic efficiency, by contributing with the teaching and the Learning, by evaluating the results from the perceptions of the students themselves. This was evidenced by the social actors of this study, which was fully understood in the effects of being "accompanied by didactic proposals chords, instructional design pertinent, and interaction in the circumstances of communication to Through ICT."

In addition to the foregoing, it is necessary to adopt the principles of action research, as it points out [27], in supporting the search for information for the final electronic portfolio, as this reveals satisfactory pedagogical experiences Valued in obtaining high scores in the quality of the academic work presented by the university students, not only from the point of view of the contents, presentation of the instructor, novel Didactics, but also; In technological skills and capacities, demonstrated around learning and active and satisfactory experiences.

REFERENCES


