

## LIVRO DE ATAS

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# **IV Conferência Ibérica de Inovação na Educação com TIC**

## **IV Conferencia Iberica de Innovación em la Educación com TIC**

### **IV Iberian Conference on Innovation in Education with ICT**

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## Índice

Conferências & Painéis de debate .....	1
<b>PPK: Crianças Computadores e mentes poderosas .....</b>	<b>3</b>
<i>Luis Valente (Instituto de Educação Universidade do Minho)</i>	
<b>Políticas de inclusão social para superar la brecha digital</b>	
<i>Joaquín Paredes (Universidad Autónoma de Madrid)</i>	
<b>Inovação e Mudança na sociedade em rede. A Projecção de uma visão blended.....</b>	<b>7</b>
<i>José António Moreira (Depº de Educação e Ensino à Distância da Universidade Aberta)</i>	
<b>Conferência de Encerramento.....</b>	<b>9</b>
<i>Francisco Tejedor (Facultad de Educación de la Universidad de Salamanca)</i>	
<i>Manuel Meirinhos (Escola Superior de Educação do Instituto Politécnico de Bragança)</i>	
<b>Painel de debate I – TIC e problemáticas educativas emergentes.....</b>	<b>11</b>
<i>Ana García Valcárcel</i>	
<i>Manuel Meirinhos</i>	
<i>António Osório</i>	
<i>Rosário Caldeira</i>	
<b>Painel de debate II – Inovar com TIC na Escola .....</b>	<b>13</b>
<i>Vitor Gonçalves</i>	
<i>Luis Gonzalez Rodero</i>	
<i>Lusia Martins</i>	
<i>Teresa Sá Pires</i>	
<i>Francisco Blanco Rubio</i>	
Artigos .....	15
<b>Formação de Professores em TIC: algumas considerações .....</b>	<b>17</b>
<i>Ana Cláudia Machado</i>	
<b>El negocio de los MOOCs en la educación online.....</b>	<b>35</b>
<i>Elena Ayala Bailador</i>	
<b>Robots &amp; NEE: A robótica virtual como promotora de inclusão e da aprendizagem por projetos lúdicos .....</b>	<b>51</b>
<i>Cristina Conchinha</i>	
<i>Maria Leal</i>	
<i>João Correia de Freitas</i>	
<b>Implementación de plataforma e-learning para la enseñanza de lenguas extranjeras con fines específicos (inglés y alemán) .....</b>	<b>69</b>
<i>Catalina Soto de Prado y Otero</i>	
<i>Leonor Pérez Ruiz</i>	
<i>Beatriz Méndez Cendón</i>	

<b>Robótica Pedagógica no Currículo Escolar: Uma experiência de transposição didática .....</b>	<b>83</b>
<i>João Vilhete Viegas d'Abreu</i> <i>Maria de Fátima Garcia</i>	
<b>Sistema de Locomoção Autônoma e Reconhecimento Facial .....</b>	<b>99</b>
<i>Roberto Sussumu Wataya</i> <i>João Vilhete Viegas d'Abreu</i>	
<b>Estilos de Utilização do Espaço Virtual: Diagnose para a Utilização das TIC no Ato de Ensino .....</b>	<b>113</b>
<i>Elvira Rodrigues</i> <i>Joaquim Escola</i>	
<b>La educación literaria en la Era de la Convergencia: el proyecto “BooktUVa” ...</b>	<b>127</b>
<i>Alba Torrego</i> <i>Alberto Acebes-de Pablo</i> <i>Jon Dornaletche</i>	
<b>A robótica como ferramenta coadjuvante na formação e reabilitação de crianças com NEE</b>	<b>137</b>
<i>Cristina Conchinha</i> <i>Andiara Catarina Honório Rodrigues</i> <i>Alessandra Pires Nogueira</i> <i>João Correia de Freitas</i>	
<b>AudiA: laboratorio (en el) móvil para el aprendizaje práctico de la Física .....</b>	<b>151</b>
<i>Juan Carlos Cañedo</i> <i>Saida Ibnyaich</i> <i>Manuel. A. González</i> <i>Miguel. A. González</i>	
<b>A integração das tecnologias educativas na formação inicial de professores de Inglês</b>	<b>165</b>
<i>Ana R. Luís</i>	
<b>Competência Digital: conhecer para estimular o ensino e a aprendizagem .....</b>	<b>175</b>
<i>Maria Raquel Patrício</i> <i>António Osório</i>	
<b>Conocimiento, Utilización y Valoración de las Plataformas Educativas por el Profesorado de Educación Primaria e Infantil .....</b>	<b>191</b>
<i>Manuel Angel Romero García</i> <i>María del Carmen Martínez Serrano</i>	
<b>CeAMatE: Estratégias de ensino e aprendizagem para o sucesso académico .....</b>	<b>205</b>
<i>Maria Emília Bigotte de Almeida</i> <i>Anabela Gomes</i>	
<b>Creación de videojuegos en la asignatura “TIC aplicadas a la Educación” por estudiantes del Grado de Maestro de Educación Infantil.....</b>	<b>219</b>
<i>Luis Gonzalez Rodero</i> <i>Marta Martín Del Pozo</i>	

Posterres .....	235
<b>Una propuesta de innovación educativa en el Grado en Historia y Ciencias de la Música de la Universidad de Valladolid .....</b>	<b>237</b>
<i>Susana Moreno Fernández</i>	
<i>Mikel Díaz-Emparanza</i>	
<b>Competência Digital Intergeracional: uma proposta educativa .....</b>	<b>239</b>
<i>Maria Raquel Patrício</i>	
<i>António Osório</i>	
<b>La integración de los códigos QR en la docencia universitaria en una asignatura del grado de Terapia Ocupacional .....</b>	<b>241</b>
<i>Jesus de la Torre Laso</i>	
<b>La incorporación de las tic's en la docencia universitaria, ¿tecnología o metodología? el ejemplo de las tabletas tipo iPad.....</b>	<b>243</b>
<i>Jesus de la Torre Laso</i>	
<b>INTACT Platform – a case study in a training course.....</b>	<b>247</b>
<i>Maria Luzia Martins</i>	
<i>Vitor Gonçalves</i>	
<i>Isabel Chumbo</i>	
<b>Conceção e Implementação de um Ambiente Virtual de Aprendizagem num Estabelecimento Prisional Português.....</b>	<b>251</b>
<i>Angelica Monteiro</i>	
<i>Rita Barros</i>	
<i>Celestino Magalhães</i>	
Workshops.....	253
<b>Conhece o <i>Microsoft Mathematics</i>? Não?! Então este <i>workshop</i> é para si! .....</b>	<b>255</b>
<i>Paula Maria Barros</i>	
<i>Flora Silva</i>	
<b>Produção e Aplicação de Vídeo Didático.....</b>	<b>259</b>
<i>João Carvalho Sousa</i>	
<b>Aprendizagem bilingue com a plataforma INTACT.....</b>	<b>261</b>
<i>Vitor Manuel Barrigão Gonçalves</i>	

## INTACT Platform – a case study in a training course

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### Introduction

The development of Information and Communication Technologies (ICT) and the paradigm of modern society require that schools and training centers adapt to the new realities resulting from the need to develop learning skills throughout life, by using tools that promote collaborative learning and the decoding of emerging literacies based on multimodality.

Besides, the continuous changes in the work market demand for continuous learning, preparing trainees for it means preparing them to develop collaborative and Information Technology learning skills based on e-learning, b-learning and m-learning.

This poster aims to present the evaluation of using the INTACT (Interactive Teaching Materials across Culture and Technology) platform in a training context, namely the exploration and evaluation of the INTACT platform in a training course in Portugal. As such, the trainer created, developed and shared learning objects and contents on the platform in order to be used in training context, both in the classroom and in distance learning, promoting collaborative learning. At the same time, we assessed whether it is desirable and feasible to use the INTACT platform in a training course, both from the trainer and trainee's perspectives.

### Research question

The present work intended to answer the following investigation question: "How can INTACT be used in training courses, in Portuguese language classes?"

The INTACT platform was developed under the Comenius Programme, by a consortium of six countries and educational institutions: University of Education, Ludwigsburg, Germany; Universidad Complutense de Madrid, Spain; College Kecskemét, Hungary; St. Patrick's College in Dublin, Republic of Ireland; Polytechnic Institute of Bragança, Portugal; Babes-Bolyai University in Cluj, Romania.



Figure 1 – INTACT Project

The platform was created to allow the creation of collaborative learning environments, through the interaction between students and teachers from different areas and different geographical locations and it is also designed to allow the introduction of multimodal features. These characteristics made it suitable to try to explain how could the use of didactic tools, which allowed the introduction of multimodal features, help students to develop literacy skills and to evaluate how it could help trainees to develop collaborative learning skills.

### Methodology

The Method for this study was based on the single exploratory case study with qualitative and quantitative approaches and in the analysis of the work done by the trainer, the learning outcomes evidenced by the trainees, mainly by direct observation, and by conducting two inquiries. In this case study, the researcher aimed to study the phenomena and its complexity in natural context, by collecting, analysing and interpreting information, during the developing content process and the learning process.

The research carried out was a single exploratory case study, a descriptive study, where the exploration of the INTACT platform was assessed both by the trainer and trainees of a Portuguese training centre. The study was carried out in Portuguese Language classes along the second year of a training course. The sample was constituted by the trainer, who created the contents and used them in classes using both b-learning and m-learning strategies, and the courses' eighteen trainees, all male, with ages between 17 and 23 years old.

The content of the classes developed in the INTACT platform intended to foster the trainee's understanding on issues related to the main differences between the current and past labour markets. This goal was achieved through the creation and uploading of learning objects using

multimedia features, such as text, image, video and audio, and promoting collaborative learning through the usage of video conferences, forums and chat rooms.

### **Development of the study:**

The case study was developed in several stages:

- During the first stage, the INTACT platform was explored by the trainer, who created educational activities using both the platform's resources, other open source teaching tools and links to external electronic sites;
- During a second stage the INTACT platform was used in in training context and the researcher analyzed the reaction of the trainees to the platform, as well as their learning outcomes. Prior to the usage of the platform in the training classes, the researcher made an inquiry to the trainees to realize their previous contacts with this kind of platforms and other teaching/learning technologies. At the end of the exploration of the platform, the group of trainees answered to another inquiry about their opinions on its usage.
- In the third and final stage, the researcher analyzed the data from the inquiries and the observation records.

### **Data analysis**

In order to understand how the uses of didactic tools can help trainees to develop literacy and collaborative learning skills, the data collected showed that:

- both the trainer and the trainees considered that the usage of didactic tools, that allow the integration of multimodal texts, help students to develop multiliteracy skills;
- there is potential in the usage of collaborative learning and that trainees are receptive to this process of learning, but it is necessary to wait for more users in the platform to explore all its collaborative possibilities, including the bilingual perspective.

### **Outcomes**

#### **Trainer's Perspective**

- Attractive layout, easy to use and with diverse educational activities, with the possibility of introducing multimodal texts that help trainees to develop literacy skills;
- It can be used in m-learning and b-learning approaches;
- It promotes collaborative learning, through videoconference and forums tools.

#### **Trainees' Perspective**

- Receptive to the exploitation of resources that allow collaborative learning, such as forums and videoconferences ;

- Receptive to the exploitation of multimedia teaching tools that help them develop literacy skills.

## Conclusions

Data collected demonstrate that the usage of the platform INTACT help learners to develop multiliteracy skills, because it gives them the opportunity to decode multimodal texts. The data also suggest that there is potential in the usage of resources that allow collaborative learning and that trainees are receptive to this method of learning.

In order to continue the process that was started with this study, the researchers intend to continue exploring the platform's functionality, by increasing the number of LU in the platform, including LU in English, to exploit their multilingual features and broaden the scope of cooperation to other regions and countries and by promoting the platform in training centers and schools. In fact, there are available training sessions created by the partners in order to support official accreditation training for teachers and other professionals in education.

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