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AN ANALYSIS OF STUDENTS' AND TEACHERS' PERCEPTIONS ON MOODLE ACTIVITIES DESIGN FOR AUTONOMOUS LEARNING DEVELOPMENT IN A BLENDED LEARNING MODALITY IN MEXICO.

Abstract:

Currently, students are required to develop different competencies that enable them to take charge of their own professional development. Among these competencies, the development of autonomous learning skills has been the target of different teachers and institutions worldwide. As consequence, research in this field has increased in the last two decades by revealing that the best way of helping students to become autonomous learners is by providing them with opportunities to exercise their autonomy. Similarly, as part of this process, educators have found in the different e-resources provided by Information and Communications Technology (ICT) a way of offering these opportunities for students to become autonomous. For this reason, some teachers and institutions have opted for implementing different e-resources that help them to facilitate this process (autonomous learning development) in their courses. However, little evaluative research has been carried out on the usefulness of these e-tools. For this reason, this study aims to explore the way that the conditions provided by the use of Moodle platform activities among students of the "Open-Bachelor's Degree in English Teaching" (LAEL-I) at BUAP has helped them to become autonomous. For this, it was used a Quantitative-qualitative sequential mixed method, in which data of both approaches, using an embedded strategy, were analyzed. This research provided evidence on the possible issues, challenges and advantages students face while working with these e-platform activities. In the same way, results show similarities and discrepancies regarding the way Ss and Ts perceive their autonomous learning development in relation to the way activities are presented in the e-platform.

Keywords:

Blended Learning, Higher Education, ICT, Learner Autonomy, LMS, Moodle.

JEL Classification: I20, I23, O39