UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Sociales Y Humanidades

FACTORS AFFECTING THE INDEPENDENT LEARNING: THE CASE OF THE B.A. IN ENGLISH LANGUAGE TEACHING

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I WANT TO THANK AND DEDICATE MY WORK TO:

My Lord, who is in front of me as my guider, is behind me as my protector and is besides me as my friend. I have seen many ways that God has been faithful to me through my life and I know and believe that he will continue guiding me. He says, "For I am the Lord, God who takes hold of your right hand and says to me. "Do not fear; I will help you." Isaiah 41:13

My lovely family who has always supported me and given me everything to succeed. My mother who has loved and cared about me and has never let me fall or left alone. My father who has always been there, like a watcher, and has let me decide what road to take. My brother who has shared everything with me.

My relatives and brethren who have prayed for me and given me a smile or a supporting word to continue achieving my goals and dreams.

My friends who have been with me and shared good or bad moments.

My dear professor M.A Ma. Isabel Hernandez Romero, who trusted me, guided me, supported me and gave me advice during this year of work. We lived and shared unforgettable times while working.

My professors from the B.A in English Language Teaching who taught me and gave me the right tools to develop myself in the enchanting Language teaching process.

All the people who helped me with the interviews and surveys. You were an important part of this project.

You all be blessed when you come in and blessed when go out. Psalm 121:8. May God, his presence continually guide you.

SAIRY MATOS VILLANUEVA

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INTRODUCTION

PROBLEM

The Mexican Education system has been teacher-centered. Students are accustomed to be there, just listening to the teacher and taking notes; they do not take an active role in the learning process. Students do not have the responsibility for the learning, they do not look for more information; they usually study what the teacher gave and said to them.

From the time a Mexican student starts his education, he never tends to be autonomous. So, what happens when students are exposed to a different type of learning? Students feel frustrated and uncomfortable. They think they are fools and criticize their teacher all the time.

The concept of Independent Learning is quite new in Mexico, many Universities are implementing this new model into their system. One of the Universities that has worked with it is the University of Oaxaca, and the professors from this University say that Learner Autonomy is considered as a new paradigm in this University, because, it is relatively new in Mexico. Ortiz Velazco states that Autonomy reflects cultural values and personal behavior.[1] Thus for our culture, which is teacher centered, autonomy means a revolutionary concept that seems to be a dream.

OBJECT OF STUDY

Students who studied "the B.A in English Language Teaching" took some subjects based on Independent learning, and unfortunately just after finishing their B.A, they understood what benefits, they can gain, by being Independent learners. Thus, this project will analyze what factors influence English Language learners for not practicing the

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[1] Ortiz Velazco José Manuel <u>Learner autonomy as a New Paradigm in the Language Center of the "Benito Juarez"</u>. MEXTESOL Journal. Vol. IV. Pg. 10-18.

Independent study, and to state what characteristics an English Language Learner needs to to promote Independent study.

OBJECTIVES

The main objective of this thesis is to determine the factors that influence students of the B.A. in English language Teaching for not being autonomous learners. Many intrinsic and extrinsic aspects delay the development of Independent learning, for example culture, student's background, learning, working styles and motivation. This project is focused on factors affecting the Independent Learning: the case of the B.A in English Language Teaching.

HYPOTHESIS

English learners do not practice Independent Learning in subjects based on autonomy. There are many factors like culture, student's background, learning, working styles and motivation, which influence and limit the fulfillment of it. These aspects determine the success or failure of the student's autonomy.

BENEFITS

I assure with this project, the beneficiaries will be English Language Teaching students who are interested in their results and are willing to work independently. They will become familiar with this kind of learning during their B.A and not at the end of it, as it has happened with most of the students from the B.A in English Language Teaching. When they studied subjects based on Independent Learning they were confused and did not perform an excellent role because they were not accustomed to it. This type of learning was strange to them, and they did not know how to work on it and how to take advantage from it.

CHAPTER I. INDEPENDENT LEARNING AND EFL

1.1 HISTORICAL AND SOCIAL CONTEXT.

Independent Study is currently becoming very popular. Being independent means being responsible for your own learning. As time is passing by, many universities in Mexico are implementing this type of study, but because the system is different and complex, this study has been hard to be conceived in Mexican education.

This study started to be used in The United States by some Universities, like Chautauqua Institute, Colliery Engineer School of Mines. The universities offered courses such as Correspondence/Independent study. The students studied at home and received *"cheap and reliable mail services that permitted students to correspond with their instructors"*[2] This means that they were far from the university and had to study by themselves with the mails they received from their teachers and university. They had the responsibility to study by themselves and work alone all the time, and when they had questions, they mailed their instructors, who just guided and helped their tutees.

By 1930, thirty nine Universities offered correspondence teaching. This kind of study became very important and had to change its name as a way to distinguish itself from other methods, so they decided to name it "Independent Study." *"They became Independent Study Division of the National University Extension Association, later the National University Continuing Education Association (NUCEA). In 1992 a new organization, the American Association for Collegiate Independent Study professionals, especially in providing continuing education and training."*[3]

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[2] Michael Moore and Greg Kearsley, <u>Distance Education. A system View</u>. Journal of Distance Education. P. 29

[3] Ibid., p. 23

The concept of Independent Study involves *"the idea of being autonomous of the instructor in time and place that is a distance and students making decisions concerning their learning and independence that was forced on them as a result of their geographic independence."*[4] Being away from the University represents more responsibility and challenge. All depends on students rather than on teachers. Consequently, students have to make a great effort to succeed on their learning no matter distance, time and place.

Independent Study also involves *"students making decisions concerning their learning."*[5] This means that students decide on their own learning, they know what, how, and when to study because they are conscious of their capabilities, weaknesses and strengths.

As Professor Charles Wedemeyer (1971) said *"as teacher and as students, both share responsibilities on the learning process, both need a peaceful atmosphere where they can communicate with each other without any problem, and also let students be autonomous learners."*[6]

1.2 INDEPEDENT LEARNING IN THE STUDY OF LANGUAGE.

During the 1970's, a change in learning and teaching language began to occur because linguists and language educators began to reappraisal the language itself. Before, language was considered to be a system of rules, and students had to follow the rules. Student's priority was to master the language's structure. Finally, *"the realization that language could be analyzed, described, and taught as a system for expressing meanings*

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[4] Michael Moore and Greg Kearsley, <u>Distance Education. A system View</u> P. 23
[5] Ibid., p.23
[6] Ibid., p.24

that had a profound effect on language teaching started to affect learners in a good way, because the syllabus was going to be focused on learners needs. "[7]

This new view led to important changes, its impact was going to influence classroom and task activities, because the aim was to help learners develop skills for expressing communicative meaning. This kind of curriculum, which is based on students, is learner-centered education.

"The concept of learner-centered education has been controversial, mainly because it is susceptible to multiple interpretations. "[8] Some teachers reacted negatively because they felt that their role was being affected. Others thought that this study was right for students because they could develop responsibilities on their learning.

Learner-centered is focused on students; teachers give all the responsibility to the students, so they control their learning. They know what and how they want to learn. This type of learning tries to encourage students to become autonomous and independent from their teachers. This methodology was taken to create Self Access Centers where students can go and work by themselves. Self Access Centers provide to students all the facilities such as learning and authentic materials, activities, and technology. Students perform the role of planners, organizers, administrators (record keeping), thinkers (about learning), evaluators, self-assessors, and self-motivators.

1.3 INDEPENDENT LEARNING IN SELF-ACCESS CENTERS

Self-Access Centers (SACS) promote autonomous learning; this has a link to Learner centered education where students take an active role in their learning. When students go to Self-Access Centers, they decide what to study and how to study.

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[7] David Nunan, Second language teaching and learning P. 9
[8] Ibid., p. 10

"Self Access is an approach to learning a language, not an approach to teaching language. There are misconceptions in the literature about self-access. It is sometimes seen as a collection of materials and sometimes as a system for organizing resources. We see it as an integration of a number of elements which combine to provide a learning environment."[9] What is said below, is completely true, SACS are for facilitating the learning process, not for giving classes to the students. Self-Access Centers promote Independent Study by means of providing all the facilities to have a good professional practice. Students go to SAC to practice on their weaknesses and improve their skills on their language learning. The goal of SAC is to permit students to work alone, they give all the facilities to enhance and develop their Independent Learning. Self-Access Centers have incorporated Independent Learning in the acquisition of a language.

A SAC practice consists on some principles that students should follow to achieve their objectives. Some of these principles are applied to the study of a language. English language students can use some of these principles to work by themselves and develop their autonomy.

"Users are encouraged to plan their learning and develop their awareness as language learners."[10] When students plan what they do, they will work more easily because they have already decided on what and how much time they will spend on the task. They are conscious when a topic is not understood, so they will try to find ways to get the information.

"A large amount of high interest, recent language learning material (pedagogic and authentic), is provided. Relevant target language reference document (dictionaries,

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[9] David Gardner and Lindsay Miller, Establishing Self-Access p. 8-11
[10] The English Proficiency Programme,.04/09/2001, http://www.hayo.nl

grammar books, encyclopedias on CD-ROM etc) are provided too."[11] To develop autonomy in language learners is very important to give them useful material that will suit their needs. Teachers have to provide all the information, in a way that can be workable and feasible, so students can follow it. Finally, another principle that can be used in the B.A in English Language Teaching is *"Good communication system/liaison with staff of language departments are maintained at all times."[12]* After being given the right tools to work by yourself, communication is also necessary in independent language. Although students work and do everything alone, they have to keep in contact with their instructor.

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[11] Gardner, David. Learning Styles.30/08/2001, http://www.engl.polyu.edu.hk/HASALD/sal/96.htm.

[12] Gardner David. Learning Styles.30/08/2001, http://www.engl.polyu.edu.hk/HASALD/sal/96.htm.

CHAPTER II. CHARACTERISTICS OF AUTONOMOUS LEARNERS

2.1 RESPONSIBILITY

"Autonomy carries out a strong implication of freedom, freedom from the control of the teacher, freedom from the constraints of the curriculum, even freedom to choose not to learn".[13] Being autonomous includes freedom to decide on your own learning, but because students have the freedom, they decide what, how and when to do it. Autonomous learners plan their time and look for activities, which will fulfill their needs. They do not need somebody by their side to tell them what to do before, during and after, they are the only ones who are in charge of their learning.

Dimitrios Thanasoulas said *"that the autonomous learner is a self activated maker of meaning, an active agent in his own learning process."* [14] Students take an active role in their learning; they will not depend on somebody else, who will be pushing them to study. They have to work actively, they will not stay there looking at the sky, and waiting for God's help. On the other hand, they will control everything that concerns their learning. They will look for information. They will solve their questions and improve their learning by means of techniques and strategies, which suit their needs.

Unfortunately, not all the students tend to be autonomous. *"Learner autonomy is not something that can be taught easily, but something more practical related to skills, capacities, responsibilities, situations and social context."*[15] Many things influence students for not being autonomous. Firstly, it depends on students' skills, it is important to

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[13] Little David, Dam Leni Learner autonomy: What and Why? 31/08/2001,
http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/98/oct/littledam.html
[14] Thanasoulas Dimitrios What is learner autonomy and how it can be fostered? 03/09/2001,
http://www.aitech.ac.jp/~iteslj/Articles/Thanasoulas_Autonomy.html
[15] Ortiz Velazco José Manuel Learner autonomy as a New Paradigm in the Language Center of the "Benito Juarez". MEXTESOL Journal. Vol. IV. Pg. 10-18.

state that not all human beings are equal; some have different capabilities from others. Some of them learn in a way and others in another. To promote autonomy, students have to make a revision of what they are good or bad at. Secondly, an autonomous student has to plan everything, and then follow what he has planned . He has to be careful of what and how he is working, because nobody will tell him if things are right or wrong. Thirdly student's background and social context, will also play an important role in autonomy because the way he was raised and culture strongly influence(the subject is the way and the verb should be influences)his strategies and abilities for working by himself.

Responsibility, insights into their learning styles strategies, and active approaches to the learning task are some attributes that characterize autonomous learners.

McGarry sums up the essential elements for autonomy: *"Students who are* ✳ *encouraged to take responsibility for their own work, by being given some control over what, how and when they learn, are more likely able to set realistic goals, plan programs of work, develop strategies for coping with new and unforeseen situations, evaluate and assess their own work and generally, to learn how to learn from their own successes and failures in ways which will help them to be more efficient learners in the future."* [16] What McGarry expresses, happens with a responsible student. But the majority of the students are not responsible and prefer to depend on the teachers; students do not accept responsibility for their learning, and do not take charge of it. If students would assume responsibility on their language learning, they will gain many benefits, their knowledge would be wider and their acquisition would also be better.

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[16] McCarthy Ciarán. <u>Learner training for learner autonomy on summer language courses.</u> 1998. Pg.56.

2.2 INSIGHTS INTO THEIR LEARNING STYLES AND STRATEGIES.

Autonomous learners, apart from being responsible for their learning, have insights into their learning styles and strategies. Students know what their weaknesses and strengths are, and according to them, they will try to work on them. Autonomous learners do not need the teacher to be telling them what their problems are, and what road to take in order to improve; they look for new strategies to achieve their goals and fulfill their needs; the strategies will be the ones they feel comfortable with.

After recognizing their weaknesses, autonomous learners take an active role and an active approach to the learning task. They start working on their weaknesses as a way to improve them; students get involved on their learning and try to find material that will help them to understand better.

According to Rubin and Thompson, Good Language Learners must have the following characteristics:

1. Find their own way.

2. Organize information about language.

3. Be creative and experiment with language.

4. Make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom.

5. Live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word.

6. Use mnemonics (Rhymes, word associations, etc. To recall what has been learned).

7. Make errors work.

8. Use linguistic knowledge, including knowledge of their first language in mastering their second language.

9. Let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension.

10. Learn to make intelligent guesses.

11. Learn chunks of language as wholes and formalized routines to help them perform 'beyond their competence'.

12. Learn production techniques (e.g. techniques for keeping a conversation going).

13. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation. [17]

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[17] Rubin , Thompson, <u>Language Learning Styles and strategies</u>.1997. pg.89.

CHAPTER III. REQUIRED CHARACTERISTICS TO PROMOTE AUTONOMY.

3.1 COGNITIVE AND METACOGNITIVE STRATEGIES.

Students need to be responsible, active and have insights into their learning but how can they promote autonomy?. Students need certain conditions to achieve autonomy for instance: Cognitive strategies, metacognitive strategies, attitudes and motivation, and a high self esteem. *"These are special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information"*[18] Students use them along with their learning style is and their personal preferences.

Cognitive strategies enhance learning and are guiding procedures that students can use to help them complete less-structured tasks. Cognitive strategies are heuristics or guides that serve to support or facilitate the learner as she or he develops internal procedures that enable them to perform the higher-level operations.

Students can use any of the following cognitive strategies in the development of Independent learning.

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[18] Thanasoulas Dimitrios What is learner autonomy and how it can be fostered? 03/09/2001, http://www.aitech.ac.jp/~iteslj/Articles/Thanasoulas_Autonomy.html

COGNITIVE STRATEGIES	
Resourcing	Students look for other materials to enhance their learning, and use information in text to find the meaning of new linguistic items.
Note-taking	Students take notes to remember better and to assure themselves they learn something, students also write key words and concepts in abbreviated forms for instance verbal, graphic, or numerical during any activity.
Deduction	When something is not clear to them, they try to understand and to figure it out by means of applying rules to understand material.
Using contextualisation	When a word or phrase was not understood, students try to guess by context.
Transfer	Students use their first language to understand something from the second language
Question for clarification	Students ask the teacher or counselor to explain something they did not get.
Rehearsal	Students repeat information to remember it more easily.
Summarizing	Learners synthesize the information to ensure it has been retained and for future reference.
Induction	Students try to arrive at a rule through the organization of concepts.
Imagery	Students use visual images to understand and retain new information.
Elaboration	Students link new information, or integrate new ideas with known information.

Chart 1

Metacognitive strategies are skills, which are used to plan, monitor and evaluate the learning activities. When planning, students identify what their objectives are and plan how they will achieve them. When monitoring, students act as observers, or overseers; they ask themselves questions like "How am I doing? Or Am I having difficulties with this task? When evaluating, language learners examine their outcome, then they judge and finally they apply it.

Metacognitive strategies are for thinking and planning the learning. Students can do the following strategies: Selective attention, planning, advance organization monitoring, self-monitoring, evaluation and finally self-evaluation.

METACOGNITIVE STRATEGIES	
Selective attention	Students focus on special aspects of learning tasks as directed by teachers, peers or personal interests.
Planning	Learners plan for the organization of either written or spoken activities.
Advance organization	Learners preview and work on main ideas and concepts of the material to be learned, they skim the text.
Monitoring	Students review attention to a specific task, checking also the comprehension of the information that should be remembered.
Self-monitoring	Students check their advances on listening or reading comprehension or check accuracy and/or appropriateness of their oral or written production.
Evaluation	Students check their comprehension of the assignment or evaluate their production after any activity.
Self-evaluation	Learners verify their learning outcomes.

Chart 2

Metacognitive strategies have certain elements such as Metamemory, Metacomprehension, Self-regulation, and Schema Training. Each of these elements has characteristics that students use when learning and studying.

ELEMENTS OF METACOGNITIVE STRATEGIES	
Metamemory	It refers to learner awareness of which strategies are used, and should be used, for certain tasks. This also includes knowing when, where, and how to use strategies.
Metacomprehension,	When using it, students employ effective comprehension monitoring which involves knowing when you don't understand and knowing how to take remedial action to ensure successful comprehension.
Self-Regulation	It refers to metacognitive adjustments students make concerning errors. This may be as a result of inherent knowing, trial and error, or hypothesis formulation.
Schema Training	This is important to meaningful learning because it helps learners generate their own cognitive structures or frameworks for understanding information and experiences.

Chart 3

3.2 ATTITUDES, MOTIVATION AND SELF-STEEM.

The learning process does not just involve cognitive tasks, also includes students' attitude and motivation. *"Motivation is the one of the key factors that influence the rate of success of second or foreign language"*[19] If students are motivated, they will perform a better role and work more happily, without feeling bored studying a second or foreign language.

Thanasoulas Dimitrios states Gardner and MacIntyre's ideas as following: *"Motivation has three components, one of them is the desire to achieve a goal, the second one is the effort extended in this direction and finally the satisfaction they feel with the task.*

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[19] Thanasoulas Dimitrios What is learner autonomy and how it can be fostered? 03/09/2001, http://www.aitech.ac.jp/~iteslj/Articles/Thanasoulas_Autonomy.html

Certainly, motivation involves desire, but it also concerns to what their goals and reasons are, and along with them, they will work to achieve their goals. "[20]

Students are motivated in different ways, and their motivation may differ from one to another. A student who is intrinsically motivated undertakes an activity *"for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. An extrinsically motivated student performs n order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher approval."*[21]

Self-esteem is intimately related to motivation, because, if the student has a strong sense of help, this will bring positive attitudes to the student and the student will perform a better job. In contrast, the lack of self-esteem will lead to negative attitudes towards learner's capability and to deterioration in cognitive performance, as a result, the student does not want to work and he/she is incapable of learning.

3.3 LEARNING STYLES AND MULTIPLE INTELLIGENCES.

Students have different ways to promote autonomy; these depend on what their learning style is. There are seven specific types of learning styles. Learning styles are to maximize learning advantages if students define the type of learner they are and use them into their learning process; they will gain many benefits because they know what to do and how to do it according to their way of learning.

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[20] Thanasoulas Dimitrios What is learner autonomy and how it can be fostered? 03/09/2001, http://www.aitech.ac.jp/~iteslj/Articles/Thanasoulas_Autonomy.html

[21] Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the role of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology,76*, p. 349-366

A person can have more than one intelligence; Gardner suggests humans can be: **Verbal-linguistic:** Sensitive to the meaning and order of words. **Musical:** Sensitive to pitch, melody, rhythm, and tone. **Logical-mathematical:** Able to handle chains of reasoning and recognize patterns and order. **Spatial:** Perceive the world accurately and try to re-create or transform aspects of that world. **Bodily kinesthetic:** Able to use the body skillfully and handle objects adroitly. **Interpersonal:** Understand people and relationships. **Intrapersonal:** Possess access to one's emotional life as a means to understand one and others. [22]

Learning styles affect the development of Independent Learning, because if you do not know yourself and you are not able to identify your weaknesses and strengths you cannot enlarge the strategies, which are adequate along with the Independent work; you have to do by yourself. As a consequence, you cannot expand this into your professional and daily life.

Learning styles influence our roles as students. They affect how we work and tie into the way we view quality in our lives. Styles even influence the way in which we apply our multiple intelligences and learning modalities. Consequently, the more a student knows about his or her style and preferences, the more he can understand the way he acts and takes decisions. He can be a successful learner working by himself.

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[22] Learning styles 14/11/2001, http://www.learnativity.com/learningstyles.html

CHAPTER IV. THE EDUCATIONAL MODEL AT UQROO

4.1 INDEPEDENT LEARNING AT UQROO

The University of Quintana Roo has been conceived as *"The New Mexican University"* for that reason from the beginning it has been focused on structural and innovative changes in Educational Models that already exist in the national paradigm. This university responds to the Quintana Roo's inhabitants' needs to have a school, to form professionals in social, humanistic, and technological areas.

When the University of Quintana Roo was created, many innovative concepts were taken into account in order to have an excellent University in Mexico and in the Caribbean.

The University Model has four main principles: Vinculación, Multidisciplina, Innovación and, Calidad.

Vinculación. Requires a close relationship between the University of Quintana Roo and the society; thus, society can judge the Institution. This society can participate and determine activities.

Multidisciplina. The Institution needs to sort out problems and real situations.The University of Quintana Roo must incorporate the multidiscipline principle in all the academic aspects.

Innovación. The University of Quintana Roo innovates the Educational Model with the use of new methods, techniques and processes in the development of its activities. The University of Quintana Roo is in a constant search of innovative educational projects based on student's formation and in the individual academic achievement.

Calidad. The University of Quintana Roo desires to achieve an excellent result in all the activities it performs; for example, working with innovative educational projects based on

student's formation and individual academic achievement. [23] This means that the University of Quintana Roo looks for new ways of improving education. Furthermore, the University of Quintana Roo through The Educational Model promotes seven main beliefs, which enhance students' academic learning. These are: Professional offer, integral formation of the student, learning responsibility, basic formation based on "learner-autonomy", flexible curriculum: Multidisciplinary and polyvalent formation, multiplicity of formation modalities and the new role of the professor.

The principal beliefs that are related to Independent Learning are: integral formation of the student , learning responsibility and, basic formation based on "learner-autonomy."

First, *formation of the student,* students must have the required abilities to know what to do, furthermore the humanistic and the scientific-technique formation. Second, *learning responsibility,* the teacher's role is to coordinate and facilitate the learning process, and the student's role is to perform the activities, the students are the center of the activities. Students must be more autonomous. Students have to participate in their own learning process, with their own rhythm and needs. Finally, *basic formation* based on "learner-autonomy" for being an autonomous learner, you have to develop the auto-study techniques, investigate, search for information in libraries and Internet. One of the interviewed professors states that: *"Students have to be active and responsible, they have to know what it means to use to have access to the information, and that this is not the only way to access the information, they can enroll themselves into UQROO projects."*

Thus, The New Mexican University must have a high dose of Independent Learning. Many professors from the University of Quintana Roo are compromised to this learning and they wish to obtain results according to the Educational Model expectations.

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[23] Catalogo de Carreras de la Universidad de Quintana Roo. 1edición, 1996.

Another interviewed professor says: *"What we want from the Independent Learning is that students access to knowledge in an independent way and then discuss this knowledge with their professors. The way we will foment this Learning is through the Educational Model."*

The Educational Model supports Independent Learning. It started at the University of Quintana Roo with a FOMES (Fondo para la Modernización de la Educación Superior) project named "Educational Innovation" in 1997. The goal of this project was to create different interactive ways in the learning-teaching process and an Educational Model based on Independent Learning and the use of electronic tools. The FOMES project was the first one which put the basis of the Independent Learning at The University of Quintana Roo, a type of learning based on Distance Education and a learning through competences.

4.2 THE B.A IN ENGLISH LANGUAGE TEACHING

The B.A in English Language Teaching is a ten semester Major, which basically prepares students to become English Educators in any level. Students will be able to design and make courses, evaluate, adapt or create materials and design, apply and interpret testing instruments. Some students will also be able to make translations and perform activities related to Tourism.

The following are the English Language objectives:

1. To design and revise English Language Courses according to specific objectives and the courses' need.

2. To apply flexible and creative methods which will be adapted to the courses' need.

3. To facilitate the Learning- Teaching process by means of adequate techniques and methods.

4. To analyze, revise and design materials according to the objectives and the courses' need.

5. To make didactic, methodological and linguistic researches to improve teaching.

6. To design or adapt instruments to evaluate the courses' objectives and needs. [24]

The B.A in English Language Teaching consists of 335 credits divided into 4 main components: General Studies, Foundation Components, Professional Sequence, and Extracurricular Activities.

General Studies provide the necessary abilities to make students broaden their academic horizon, and elaborate creatively the syllabus along their B.A. Foundation Components give the knowledge and the basic abilities to scientific disciplines, which are the basis of the students' professional specialty. Professional Sequence are courses related to the Theoretical-Methodological body of the B.A. Extracurricular Activities are courses, which the student chooses according to their interest. They can be cultural and sportive .

Asignaturas Generales (General Studies)	Asignaturas divisionales (Foundation Components)	Asignaturas de concentración profesional (Professional Sequence)
• Lógica. • Matemáticas. • Escritura y Comprensión de Textos. • Seminario de	• Historia y Cultura Regional. • Introducción a la Economía. • Introducción al Estudio del Derecho.	• Gramática del Español. • Idioma Inglés I. • Taller Avanzado de Redacción en Español. • Idioma Inglés II. • Escuchar y Hablar en Inglés. • Lingüística General.

[24] Licenciatura en Lengua Inglesa. Universidad de Quintana Roo. 11/05/2002
http://www.uqroo.mx/uqroo/carreras/c_lenginglesa.htm.

Problemas Regionales. • Ética	• Teorías Políticas y Sociales. • Problemas Sociales Contemporáneos. • Metodología de la Investigación en Ciencias Sociales. • Antropología General	• Idiomas Inglés III. • Leer y Escribir en Inglés. • Psicolingüística o Morfología. • Gramática del Inglés I. • Filosofía de la Educación. • Idioma Inglés IV. • Sociolingüística o Semántica. • Gramática del Inglés II. • Tecnología Educativa. • Idioma Inglés V. • Seminario de Problemas Regionales. • Metodología y Técnicas de la Enseñanza del Inglés. • Idioma Francés I o Traducción I. • Idioma Inglés VI. • Fonología y Fonética del Inglés. • Vida y Cultura de Estados Unidos y Gran Bretaña. • Elaboración de Material Didáctico. • Idioma Francés II o Traducción II. • Idioma Inglés VII. • Análisis Comparativo Español-Inglés. • Práctica Docente I. • Historia de la Lengua Inglesa. • Idioma Francés III o Traducción III. • Idioma Inglés VIII. • Literatura I. • Práctica Docente II. • Literatura II. • Idioma francés IV o Traducción IV. • Seminario de Titulación.

Chart 4

4.3 INDEPENDENT LEARNING IN THE B.A IN ENGLISH LANGUAGE TEACHING

The origins of the Independent Learning at the University of Quintana Roo were based on a FOMES project 1997. This project was conceived by professor Llaven Nucamendi. Other professors from different fields were included to participate and take

different workshops at Penn State University. Professors Llaven Nucamendi, Alcocer Verde, Hernández Romero, Cristóbal Escalante and Rodríguez Betanzos went there to be trained on Instructional Design, Independent Learning and Distance Learning. When they came back, they instructed other professors at UQROO.

The training involved the learning and understanding of the main beliefs and regulations of the University of Quintana Roo, independent learning by itself and designing materials supporting this conception. The material design was focused on activities, study guides and web pages. Professors from different areas of study created different materials in order to support their classes. The Independent Learning process started to grow in the University of Quintana Roo. The first study guide created based on the philosophy of independent learning was the one designed by professor Llaven Nucamendi for the Philosophy of Education Course. As a consequence, the Department of Humanities conceived the idea of designing "Guías Metodológicas", in a FOMES project 1999, which would be useful to promote Independent Learning on subjects where books were no available. To apply this new concept in the English Department, six Guías Metodológicas were made in the B.A. in English Language Teaching.

Professor Reyes Cruz designed French I, professor Macola Rojo designed English Grammar I, II and Translation I, professor Zanier Visintin made Translation IV and finally professor Chan Castilla made a guide for Spanish Grammar.

The B.A. in English Language Teaching has been working on innovative projects to support The Educational Model, which demands an Innovative Learning Model. The first subject focused on Independent Learning in The English Language Major was Philosophy of Education, a Professional Sequence, given by professor Llaven Nucamendi. When working with this subject, The B.A in English Language Teaching started to change from

face to face classes into self-study oriented classes. When students came to class, they should had studied, prepared their lessons and being ready for the activities the facilitator had organized, as a result, the teacher was not the provider of everything, he/she was a guider. Professor A says: "When I worked with this subject, the problems I faced were the following ones: student's resistance to change this type of learning and the absence of the right tools and strategies to become more independent."

The second subject was Grammar I and Grammar II; both of them are Professional Sequence. Since these courses are practical, students had to go to the library and looked for books and bibliography. Then, students had to solve the exercises they were assigned. But students used to think that they had free time when they did not have classes, so they used this time to do other things. They did not study, did not go to the library and did not have the books and bibliography in their houses. Therefore they did not do their homework and just went to class and performed poorly because they had not internalized their roles as independent students.

Grammar I and II are two subjects which have faced several obstacles because students do not accept this type of learning, they are not interested and they do not understand that they are able to learn in another way rather than having everything explained to them. Grammar is one of the subjects which has a low percentage of passing students. The majority of the students in Grammar I fail it, because they are accustomed to Teacher-Centered education.

In the B.A in English Language Teaching another subject worked in Independent Learning was French IV, given by professor Reyes Cruz was another subject based on 50% of Independent Learning and 50% of Teacher-Centered Learning. Students had to come to all the classes, two days per week, but they had to solve some exercises beforehand, and

work independently when doing them. Professor Reyes Cruz also had problems while working with Independent Learning; because students did not want to work by themselves and independently. They were not disciplined; so as a consequence students did not do French homework; on the other hand, they put more emphasis on subjects where the teachers pushed them to work. It seems that they give priority to other subjects and not in those subjects where they are allowed to work at their own pace.

Professor Hernández Romero also worked Sociolinguistics and Psycholinguistics through Independent Learning. It is important to state that these two subjects were not at all given through this learning. Students had a face-to-face session a week and the other session was planned for independent learning. The students were supposed to read, do some research and work on the learning activities focused on the readings. Also, they had a web page to support the classes.

Although these subjects were focused on Independent Learning and the use of technology, there were some factors that influenced Independent Learning such as students' lack of training and compromise through Independent Learning. Another factor was that some students did not know how to use Internet and the ones who knew, preferred to check their mails and did other things during the class. Finally, the web system was another problem, because it sometimes worked thoroughly and other times did not. Professor Hernández Romero establishes that this experience helped her to identify weaknesses and strengths.

CHAPTER V. METHODS

5.1 METHODS

This project was descriptive. It described the factors, which affected students from the B.A in English Language Teaching while working with Independent learning. It also explained which cultural problems influence in English learners for not developing Independent learning. It is important to state that students come from different social contexts, thus this project refered to social factors that affect the way they learn. Students from the B.A in English Language Teaching have different needs and according to them, they extend different strategies and styles into their learning; therefore, this project specified wherein ways those affect Independent Learning.

5.2 THE SETTING OF THE STUDY

The setting of this project was at UQROO (University of Quintana Roo) in the B.A in English Language Teaching. The reason for working there, was because many students from this major had faced problems when working on Independent Learning. These problems were because they did not have the right tools to work with, because the system they were accustomed to was teacher-centered and suddenly in the B.A in English Language Teaching, they were exposed to a new system where they had to work by themselves. As a graduated student, I am concerned about this problem. I feel the need to find out what happens to English learners while working with this system. It is important to be acquainted with why students from The B.A in English Language Teaching are not autonomous in order to have a better acquisition of the foreign language.

5.3 THE SUBJECTS

The students, whom I worked with, were from fifth semester, and ninth semester of The B.A in English Language Teaching. I chose these semesters because they have been working with subjects based on Independent learning; consequently, they have had good or bad experiences working with it. There were two fifth semester groups, one was in the morning, and the other one was in the afternoon; the morning class had eight students, five females and three males. The afternoon class had ten students, five females and five males. The fifth semester students were between twenty and twenty seven years old. Fifteen students from ninth semester, twelve females and three males, they were between twenty one and twenty four years old.

The 8 professors whom I interviewed, have worked with Independent Learning. There were 5 females and 3 males. Five of them were form the B.A in English Language Teaching, one of them from the B.A in International Relations and two of them from the B.Sc. of Environmental Engineering.

5.4 THE INSTRUMENTS

The instruments I used were two surveys and two interviews, one for the students and the other one for the teachers. One survey was about *"Academic work style."* (See Appendix . They were 25 questions related to Independent work, pair work and group work. This survey was designed to know the way students tend to work on assignments in a class. When they answered the survey, they had to take into account their present, and past experiences. This survey was taken from the book "Understanding Learning styles in the Second Language Classroom", a book edited by Joy M. Reid.

The second survey was a Style Analysis Survey, designed by Rebecca L. Oxford which name is *"Assessing your own learning and working styles"* (see Appendix B). This survey is divided into five activities. Activity one is *"How I use my physical senses to study or work."* Activity two is *"How I deal with other people."* Activity three is *"How I handle possibilities."* Activity four is *"How I approach tasks."* Activity five is *"How I deal with ideas."* The goal of this survey is to assess the students' role through the learning and working approach. First of all, I wanted to find out how students from the B.A in the English Language Teaching work and learn. Secondly, According to what I found, I determined how their learning style can be used to build up strategies to be worked in Independent Learning. Since they do not have the right tools and strategies, this survey will help me and help them to define how a student can work independently.

Another instrument was an interview in Spanish (see Appendix C), where I used a randomizer web page (Research Randomizer)[25] to get how many and who was being interviewed. Because there were two groups of fifth semester, I took four students from each class (morning and afternoon). With ninth semester, I worked with eight students totally. I asked them six open questions; the first question was related to activities they prefer to do in classes, the second one was related to the role they perform during the class, the third one was focused on the strategies and techniques they use to work on Independent learning subjects, the fourth one was associated with the kind of material they prefer to work with, the fifth one consisted of the difficulties they have when working with Independent learning; for instance, understanding the instructions, doing the activities or planning strategies to solve the activities, and the last one responded to the experiences they have had on this type of learning and the problems they faced.

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[25] Research Randomizer . 10/01/2002, http://www.randomizer.org

The second interview was made to professors who have worked with Independent Learning. The interview consisted of seven open questions made in Spanish. It was applied in two different ways (face to face and through the Internet) according to the professors' time and activities.

The purpose of these interviews was to find out the experiences the professors have faced when working with the students, how Independent Learning was conceived at UQROO and finally the advantages and disadvantages of using Independent learning at UQROO.

CHAPTER VI. DATA ANALYSIS AND RESULTS

The Data Analysis included results, discussion and recommendations. The results were done according to all the information received in the different stages of the research; a description of the statistical design used and the statistical analyses were be given.

In the discussion section was stated whether the hypothesis was retained or rejected. Moreover, other interesting results (beyond the tested hypothesis) related to the results were presented.

## 6.1 RESULTS

The final results are presented in graphics in order to illustrate the information about the surveys Academic Work Style and Style Analysis Survey (SAS). Assessing your own learning and working styles and an interview. Both of the surveys present a description on the statistical design and statistical analyses. The interview contains an analysis of questions three, four, five and six.

SURVEY 1: ACADEMIC WORK STYLE
FIFTH SEMESTER
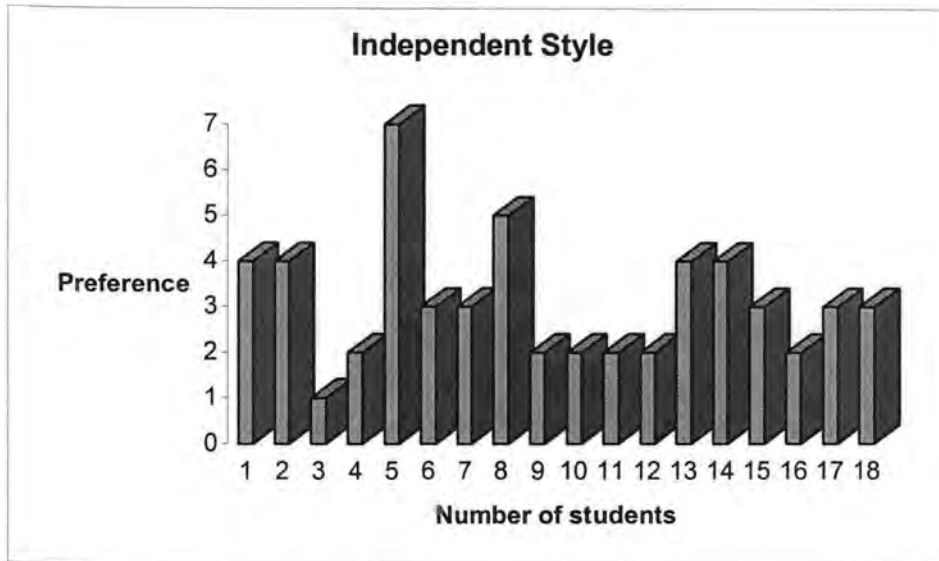
Independent Style

This graphic shows the following: The majority of fifth semester students do not work independently. This graphic shows that just one student has the greatest preference to work independently, another student has a slight preference on this learning and four of them are in the middle of preference. Finally, the rest of this group does not accept working independently.

NINTH SEMESTER
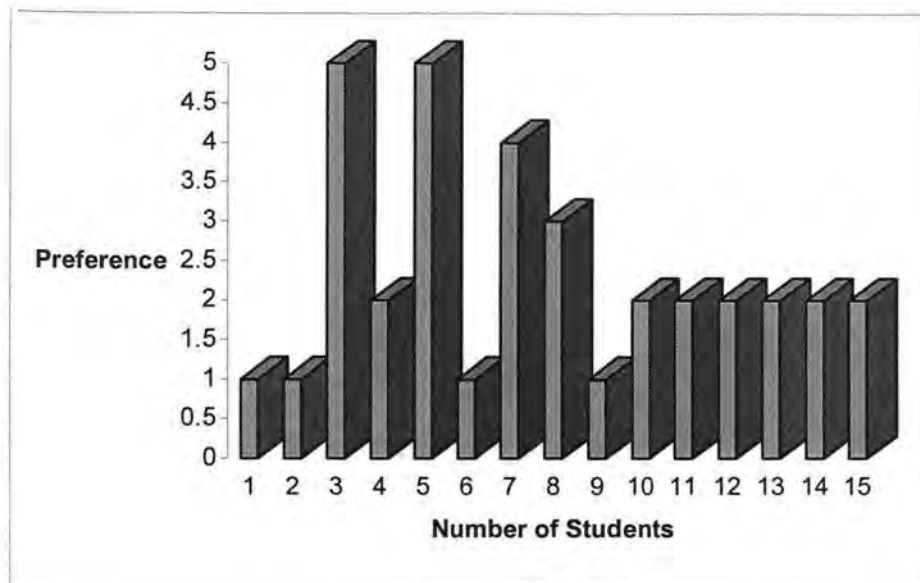
This above graphic indicates that ninth semester students prefer working with a group or a partner rather than independently. Only one students shows the greatest preference to work independently, two students are in the middle of preference and finally the rest of the group prefer other system to work on assignments.

Since both groups were surveyed, there is a big difference on preference, this is because the fifth semester group had worked with more subjects based on Independent Learning like Philosophy of Education, Psycholinguistics, Grammar I and II. Whether the ninth semester has just worked with Grammar I and II.

SURVEY 2: STYLE ANALYSIS SURVEY (SAS}
ASSESSING YOUR OWN LEARNING AND WORKING STYLES

ACTIVITY 1: HOW I USE MY PHYSICAL SENSES TO STUDY OR

WORK

VISUAL	AUDITORY	HANDS-ON
13 STUDENTS	3 STUDENTS	2 STUDENTS
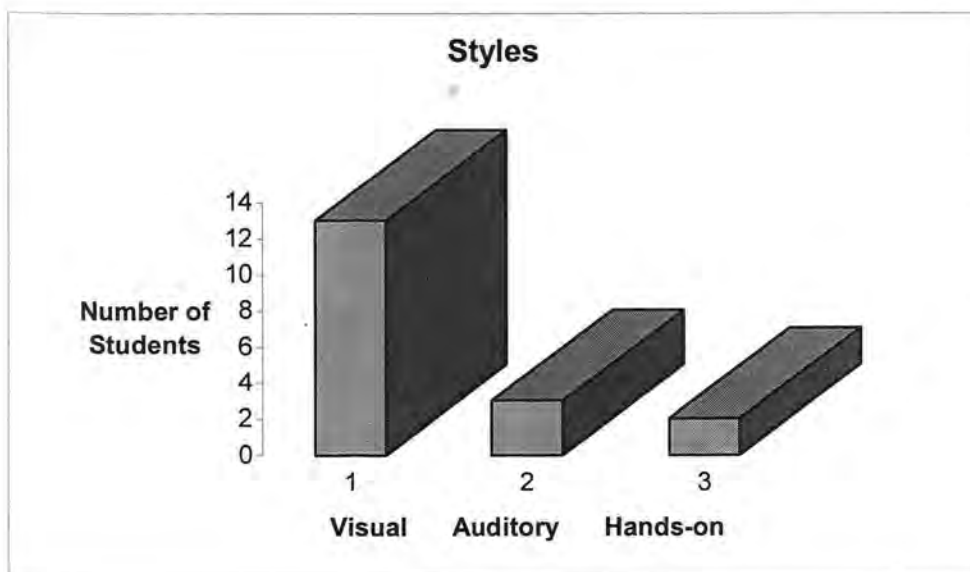
This graphic evidences that fifth semester students are more visual than auditory and hands-on. This means that they learn best visually by means of books, pictures, videos, magazines. Three students are auditory learners, these type of learners prefer listening and speaking activities, for example debates, role plays, lectures, discussions. Finally two students are hands-on learners, these students have to be working with objects and conducting experiments, they have to be moving around.

ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE

EXTROVERTED	INTROVERTED
14 STUDENTS	4 STUDENTS
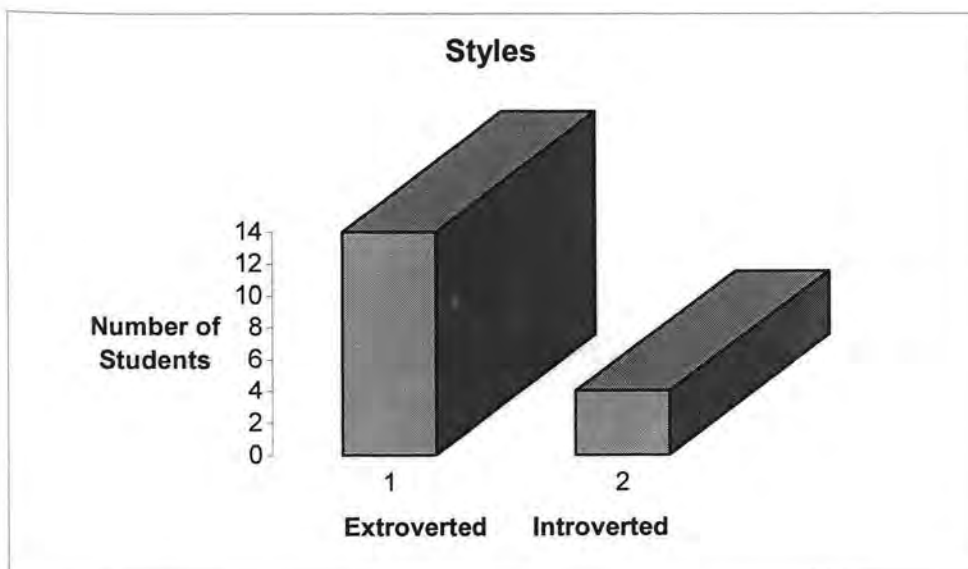
This graphic displays that fourteen students from fifth semester are extroverted, thus they like social and interactive activities in the class. On the other hand, introverted students prefer independent work or working with a person they know very well.

ACTIVITY 3:HOW I HANDLE POSSIBILITIES

INTUITIVE	CONCRETE - SEQUENTIAL
9 STUDENTS	9 STUDENTS
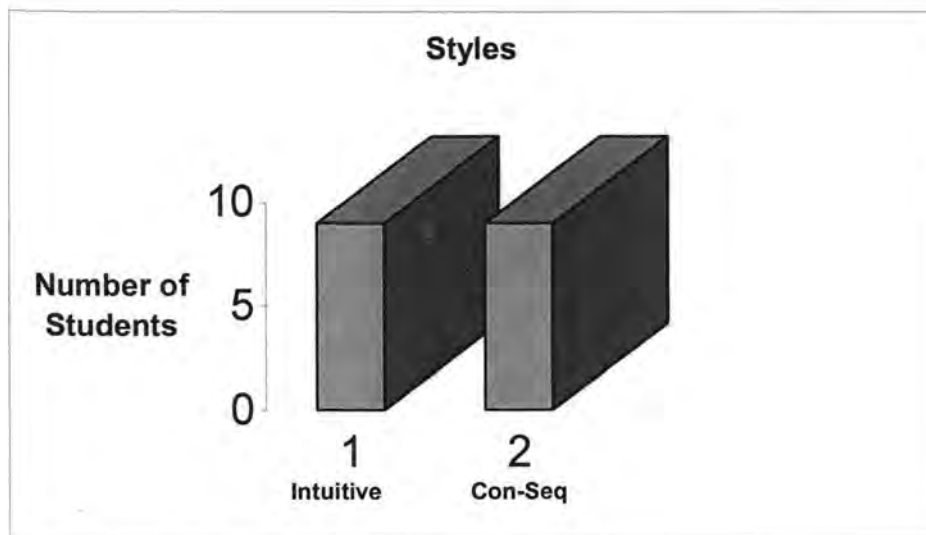
This graphic demonstrates that the fifth semester group has a balance between Intuitive and Concrete-Sequential students. Intuitive students are future-oriented, they like abstract thinking and do not like step-by-step instructions. On the opposite, Concrete-Sequential students are present-oriented and like one-step-at-a-time activities.

ACTIVITY 4: HOW I APPROACH TASKS

CLOSURE-ORIENTED	OPEN
11 STUDENTS	7 STUDENTS

Styles

Number of Students

20
10
0

1   2

Closure oriented   Open
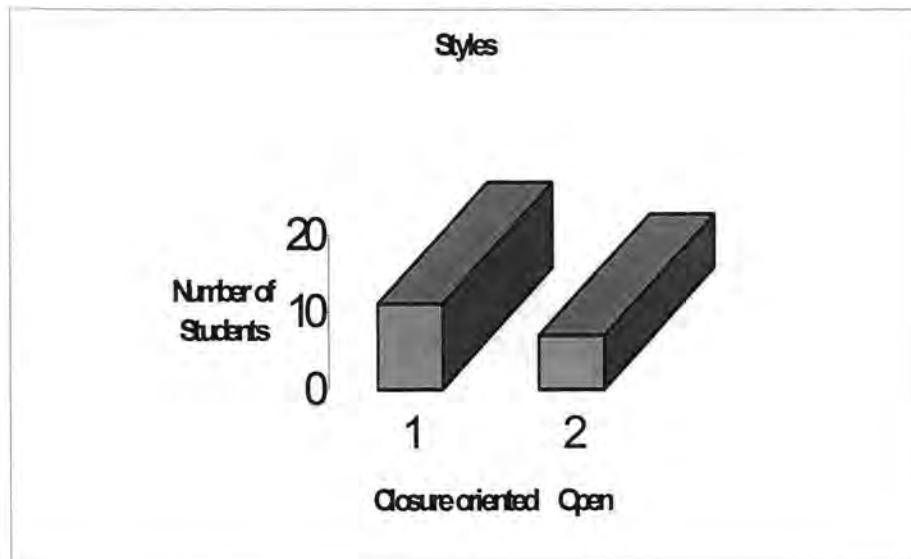
This graphic expresses that there are two types of students to approach tasks, these are: Closure-Oriented and Open ones. In fifth semester, there are eleven Closure-Oriented students and seven Open students. Closure-Oriented students are careful with deadlines, they plan before and prefer explicit directions, or; on the contrary, Open students relax themselves without caring about deadlines or rules.

ACTIVITY 5: HOW I DEAL WITH IDEAS

GLOBAL	ANALYTIC
13 STUDENTS	5 STUDENTS
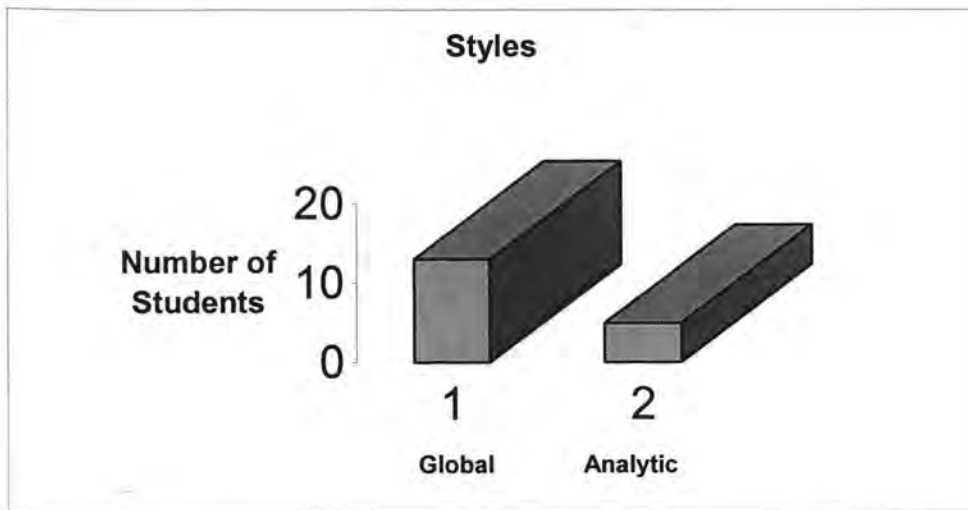
This graphic illustrates that global students enjoy guessing, having the main idea and communicating although they do not know all the words or phrases, on the contrary Analytic students are more detailed and logical. This group has more Global students than Analytic ones.

NINTH SEMESTER

ACTIVITY 1: HOW I USE MY PHYSICAL SENSES TO STUDY OR WORK

VISUAL	AUDITORY	HANDS-ON
13 STUDENTS	1 STUDENT	1 STUDENT
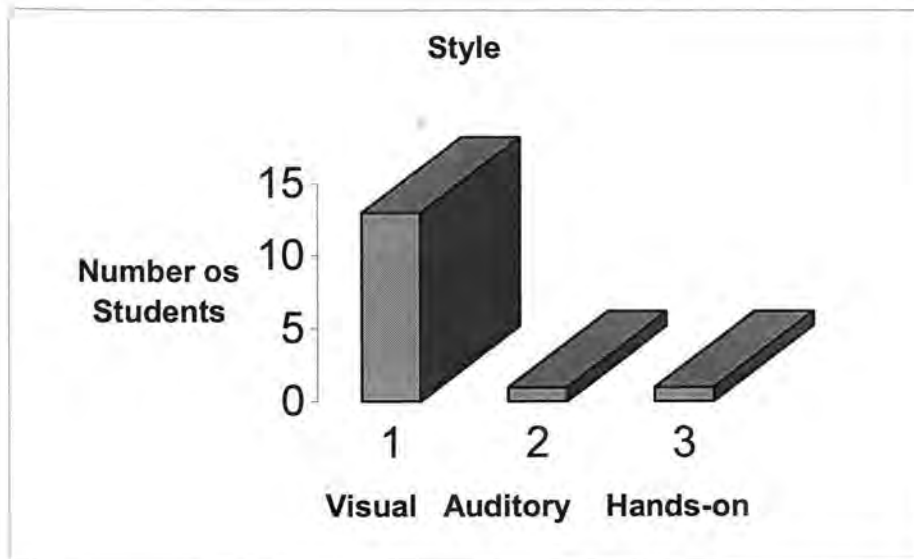
This graphic shows that the majority of ninth semester students are more Visual than Auditory and Hands-on. There are thirteen Visual students who learn best by looking at books, pictures, videos, etc, there is just one Auditory learner who prefers listening and speaking activities, finally there is a Hands-on student who has to be moving and working with objects, projects.

ACTIVITY 2: HOW I DEALWITH OTHER PEOPLE

EXTROVERTED	INTROVERTED
13 STUDENTS	2 STUDENTS
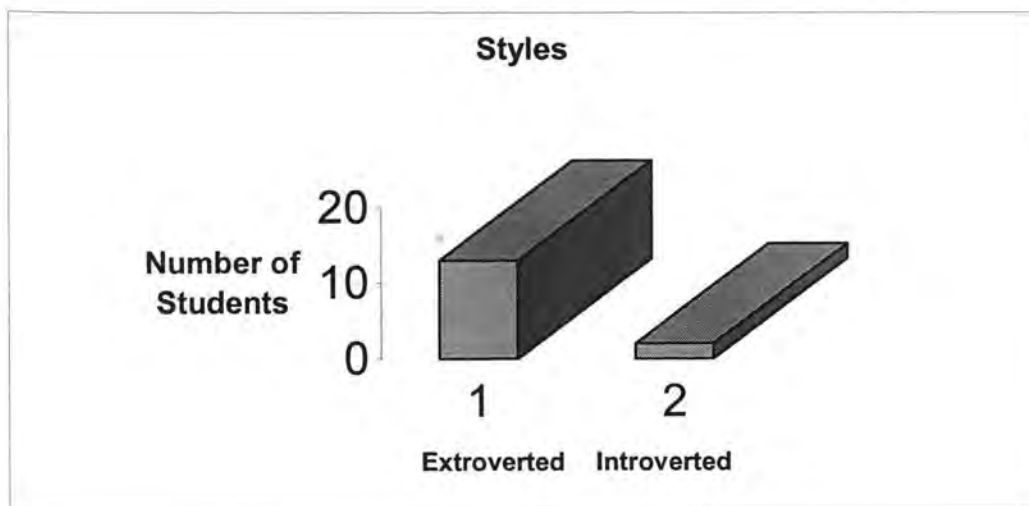
This graphic reveals results that in ninth semester, there are thirteen extroverted students who are social and like interactive learning for example: conversations, role plays, debates, discussions, games and simulations and two introverted students who prefer to work by themselves or with a person they know well.

ACTIVITY 3: HOW I HANDLE POSSIBILITIES

INTUITIVE	CONCRETE-SEQUENTIAL
13 STUDENTS	2 STUDENTS

Styles

Number of Students

20
10
0

1   2

Intuitive   Concrete-Seq
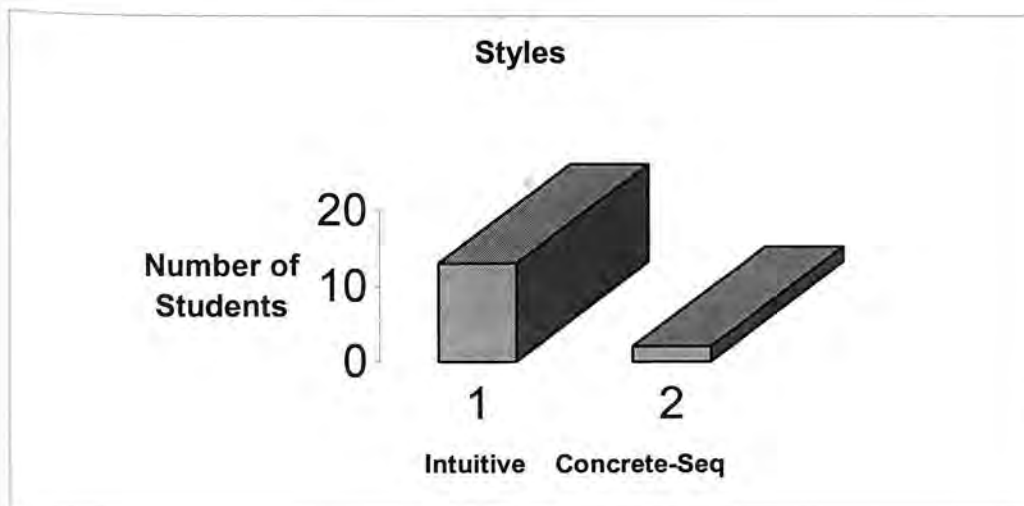
This graphic expresses that thirteen ninth semester students are intuitive when handling possibilities, a consequence, they prefer to speculate, enjoy abstract thinking and do not like step-by-step instructions. The rest of the students, two of them, are Concrete-Sequential. They are present-oriented and like one-step-at-a-time activities.

ACTIVITY 4:HOW I APPROACH TASKS

CLOSURE-ORIENTED	OPEN
11 STUDENTS	4 STUDENTS

Styles

Number of Students

20

10

0

1
2

Closure Oriented   Open
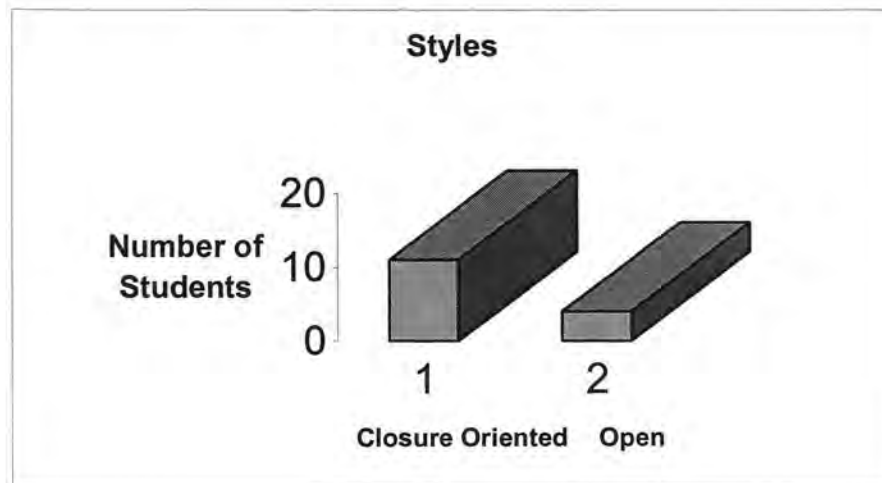
This graphic displays that there are eleven Closure Oriented students in ninth semester who like to plan ahead when working on assignments and are concerned about deadlines, or; on the opposite, four Open students who like to enjoy and relax themselves and are not concerned about deadlines.

ACTIVITY 5: HOW I DEAL WITH IDEAS

GLOBAL	ANALYTIC
10 STUDENTS	5 STUDENTS

Style

Number of Students

10
5
0

1   2
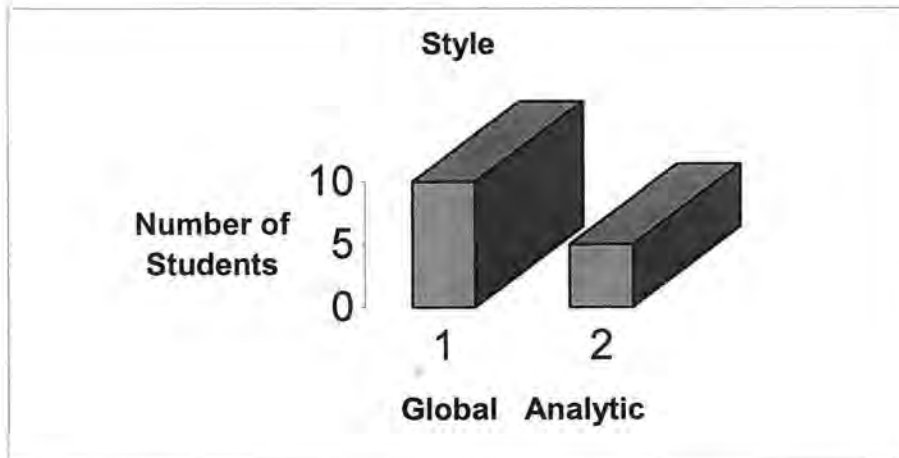
Global   Analytic

This graphic indicates that ten students from ninth semester are global and five of them are analytic. Global students love guessing words, getting the main and important ideas, on the contrary, analytic students are more detailed, logical and analytical.

Each person has different styles and preferences to work and when we have identified them, we can be successful learners. *"Improve your learning or working situation by stretching your style."*[26] Thus when working with Independent Learning, students should consider what their strengths and weaknesses are in order to work thoroughly and successfully.

These results show the individual differences, preferences and learning styles. The first survey was determinant because it shows the level of dependency students perform in

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[26] Reid Joy <u>Understanding Learning styles in the Second Language Classroom.</u> (University of Wyoming), p. 186.

the school activities and their preference as well. The results were quite different because of the level of the experience, exposure and interest the students showed.

The second survey illustrated the different learning styles used by the students according to the different stages of the learning process. These results are useful for the professor because they show the way students approach learning.

INDEPENDENT LEARNING INTERVIEW

FIFTH SEMESTER

STUDENTS FROM FIFTH SEMESTER	QUESTION # 3	QUESTION # 4	QUESTION # 5	QUESTION # 6
STUDENT 1	Study by myself. I ask questions to the teacher	Videos and copies	The use of the right strategies	Experience: A new system. Problem: Feel insecure. Unclear topics.
STUDENT 2	Solve and study new exercises	Videos and books.	The use of the right strategies.	Difficult subjects. Lack of time
STUDENT 3	Summary, Reading reports.	Text books, movies, pictures and vocabulary cards.	Understand the instructions.	Experience: Better learning through this system. Problems: There are some doubts while working
STUDENT 4	Assigning time to work on the activities, and research	Copies and teacher explanation.	The use of the right strategies.	Preferring to work on subjects where the professors ask them to work hard.
STUDENT 5	Looking for bibliography, get into the Internet, study with class mates, ask teachers.	Videos and cassettes.	To work on the activities.	Not finding the information and sometimes not asking the teacher.

STUDENT 6	Reading first and writing short summaries about any specific topic with his/her own words.	Readings and exercises.	None of them	During the practice, there are no mistakes but in the exam, there are many.
STUDENT 7	Taking notes and arranging them to have a better understanding in a general context.	Pictures Visual Aids	Understand the activities.	When I have the material, I do not have any problem.
STUDENT 8	Finding information and extra material, making copies and working with classmates.	Books, assigned material, extra material, copies, readings from the Internet.	The use of the right strategies.	Experience: The finding of new themes. Problem: Information refused by teachers.

NINTH SEMESTER

STUDENTS FROM NINTH SEMESTER	QUESTION # 3	QUESTION # 4	QUESTION # 5	QUESTION #6
STUDENT1	The use of a schedule and having appointments with the teacher.	Visual material and audios.	To work on activities.	Experience: Become independent and responsible of your learning. It is better to work with a teacher.
STUDENT 2	Taking notes, looking for material, writing synthesis and memorizing the key terms.	Visual material.	To work on the activities and the use of right strategies.	Lack of time to study and work on the activities.
STUDENT 3	Synthesis before doing the activities.	Visual material, and copies.	To work on the activities.	The information is difficult to understand.

STUDENT 4	The use of a Schedule	Teacher explanation.	To work on the activities	Organizing himself/herself and making a schedule to follow.
STUDENT 5	Taking notes and the use of books.	Any type of material, and books.	To work on the activities.	It is better to work with a teacher rather than working by himself, because you need explanations.
STUDENT 6	Brainstorming.	Visual material and realia.	To work on the activities, because he/she does no feel confident to work by himself/herself.	Need to have an assessor to work better, for that reason he/she prefers group work.
STUDENT 7	Doing a lot of exercises and practice all the time.	Visual material and teacher explanation.	Understand the instructions, because they are not clear.	There are subjects that cannot be worked on Independent learning.
STUDENT 8	Taking notes.	Visual material	The use of the right strategies,	Difficult to find the best way to learn.

These interviews accomplished their purpose because they show the problems they have to face in this process. In addition, they state the specific factors that influence the students' performance. Fifth semester students are more open to Independent Learning than Ninth semester students. Question number six let us understand these differences. Although there are some similarities in the answers of both groups, it seems to be that ninth semester students are more used to teacher-centered education than fifth semester students.

6.2 DISCUSSION

The hypothesis is retained: English learners do not practice Independent learning in subjects based on autonomy. This is because there is a lack of factors such as: culture, student's background, learning, working styles and motivation, which influence and limit the fulfillment of it. These aspects determine the success or failure of the student's autonomy.

These results were sustained through the evidence of the first survey that was focused on the level of independency.

On the other hand, the results obtained from the Independent Learning interview let us understand the problems they had to face and go through in order to develop their skills in this kind of learning.

Besides the tested hypothesis, other results were obtained. 1) Students' habits are based on a teacher centered education. 2) Sometimes the materials are not designed according to students' needs, levels and interests. 3) Furthermore, previous experiences on subjects based on Independent Learning influence students behavior and performance.

CONCLUSIONS AND RECOMMENDATIONS

Doing this type of reseach has proved to be an exciting experience since data is obtained from primary source, the informants. Thus I have reached the following conclusions.

- Students are accustomed to Teacher-Centered education and find it difficult to work with Independent learning. They have not been sufficiently exposed to a new system.

- Students need a person to give information and solve their learning problems. They do not want to take an active role in their learning.

- Students do not have the habit of organizing their own time at their own pace.

- Students are not accustomed to going to the library and looking for the information they need to complement their homework.

- Students are not self-confident when working with Independent Learning.

- Students are accustomed to teacher's pressure and when they are let to work by themselves, they put more emphasis on subjects where the teacher pushes them.

- Students do not go to libraries to find information, they do believe that teachers have to give to them everything.

- Students do not know the benefits of recognizing their learning styles. As a consequence, they do not apply them to given tasks.

- Some students find it difficult to understand the instructions; thus, they do not work successfully.

- Students prefer activities where they can interact with classmates, rather than working by themselves.

- Students like activities where they can have fun and relax themselves.

- Students need to organize their time to work on activities where Independent Learning is used.

Independent Learning can be successful if students consider some of the following components: Learning and working styles, responsibility and dedication on their learning, their weaknesses and strengths and finally the Language Learners characteristics. If these components are embedded in students and work together, Independent Learning will bring many benefits to Language learners.

The following chart shows how these elements have to be linked when working with Independent Learning.
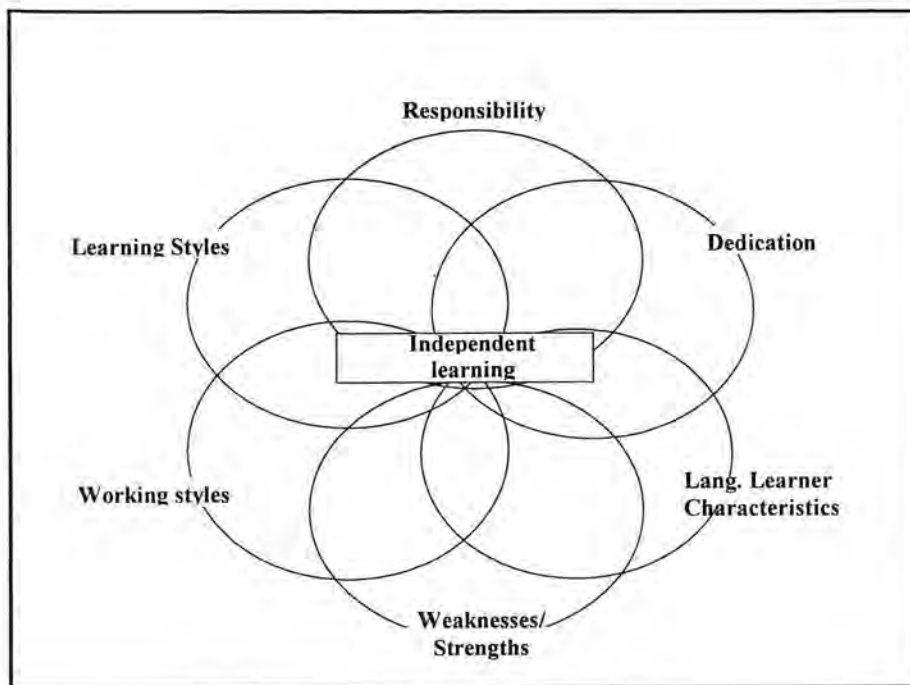
Chart 5

1)Independent Learning needs responsibility and self-discipline on the students' side as consequence; learners are able to take decisions about their learning, plan their goals and ways of reaching them .

2)Students need to know their learning style and working styles; as a result, they will work on activities that will facilitate the learning process.

3)Dedication is another element, which plays an important role in Independent learning because it represents students' interest and if there is a lack of it, the learning progress will be affected.

4)Students have to recognize their weaknesses and strengths; consequently, they will improve on the weak areas and continue enriching the strong ones.

5)Finally, students are to take into account the Language Learner characteristics which are very important and useful when you are learning a foreign language.

Here there is a list of recommendations to students and teachers who are interested in applying Independent Learning in English Language.

Students must :

- Not be afraid to face a new type of learning.

- Define which learning style they have, as consequence they would have the right strategies to work with.

- Be responsible on their own learning.

- Dedicate themselves.

- Plan ahead and use a schedule.

- Be creative and experiment with language.

- Find their own way.

- Organize information about language.

- Investigate

- Dream, and fulfill the learning dream.

- Revalue their role and embark themselves in a fascinating learning world.

Teachers must:

- Revalue Independent Learning focus on English Language.

- Work together with the system and the students.

- Support and promote Independent Learning among the students.

- Be prepared and trained to work with Independent Learning.

- Motivate their students and make them think, analyze, ask, and investigate.

- Have enough time to lean students who are doubtful.

- Be guiders who facilitate the learning process.

- Be in contact with their students.

- Consider students' learning styles.

- Prepare material according to the learning styles, purposes and needs.

- Take into account the instructional design in order to create understandable activities and instructions.

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ACADEMIC WORK STYLE SURVEY

Kate Kinsella

Directions: This survey has been designed to help you and your teacher better understand **the way you usually prefer to work on assignment in class.**

Please read each statement; then taking into consideration your past and present educational experiences, decide whether you mostly **agree** or mostly **disagree** with each statement.

	AGREE	DISAGREE
1. When I work on assignments by myself, I often feel frustrated or bored.	_____	_____
2. When I work by myself on assignments (instead of with a partner or a small group), I usually do a better job.	_____	_____
3. I enjoy having opportunities to share opinions and experiences, compare answers, and solve problems with a group of classmates.	_____	_____
4. When I work by myself on assignments, I usually concentrate better and learn more.	_____	_____
5. I prefer working on assignments in class with a single partner rather than with a group of classmates.	_____	_____
6. Most of the time, I prefer to work by myself in class rather than with a partner or a small group.	_____	_____

7. I enjoy having opportunities to share opinions and experiences, compare answers, and solve problems with a single partner more than with a group.   _____   _____

8. When I work with a partner or a small group in class instead of by myself, I often feel frustrated or (as if) <u>like</u> I am wasting time.   _____   _____

9. When I work with a small group in class, I usually learn more and do (a) better job on the assignment.   _____   _____

10. Most of the time, I prefer to work in class with a single partner rather than by myself.   _____   _____

11. Most of the time, I prefer to work with a group rather than a single partner or by myself.   _____   _____

12. When I work with a partner in class, I usually learn more and do better job on the assignment.   _____   _____

13. I am more comfortable working with classmates when I can select the partner or group with whom I will be working.   _____   _____

14. Usually, I prefer that the instructor select the partner or the group of classmates with whom I will be working.   _____   _____

15. Usually, I find working with a partner to be more interesting and productive than working alone in class.   _____   _____

16. I prefer working in groups when there is a mixture

of students from different background.   _____   _____

17. I hope we will have regular opportunities in this class to work in groups.   _____   _____

18. I generally accomplish more when I work with a partner on a task in class.   _____   _____

19. I hope we will not do too much group work in this class.   _____   _____

20. I prefer working with classmates from my same background.   _____   _____

21. I hope we will have regular opportunities in this class to work with a partner.   _____   _____

22. I mainly want my teacher to give us classroom assignments that we can work on by ourselves.   _____   _____

23. Usually, I find working in a group to be more interesting and productive than working alone in class.   _____   _____

24. Usually, I find working in a group to be a waste of time.   _____   _____

25. I generally accomplish more when I work with a group on a task in class.   _____   _____

Directions: Give yourself **1 point** if you **agree** with the following survey items and **0 points** if you **disagree.** Next, add the points under each heading. The greatest total indicates the way you usually prefer to work in class.

Independently	With a partner	With a group
2._____	5._____	1._____
4._____	7._____	3._____
6._____	10._____	9._____
8._____	12._____	11._____
19._____	15._____	17._____
22._____	18._____	23._____
24._____	21._____	25._____
TOTAL_____	TOTAL_____	TOTAL_____

STYLE ANALYSIS SURVEY (SAS):

Assessing your own learning and working styles

Rebeca L. Oxford.

Purpose: The SAS is designed to assess your general approach to learning and working. I does not predict your behavior in every instance, but it is clear indication of your overall style preferences.

Timing: It usually takes about 30 minutes to complete the SAS . Do not spend too much time on any item. Indicate your immediate response and move on to the next item.

Instructions: For each item *circle* the response that represents your approach:

     0 never   1 Sometimes   2 Very often   3 Always

Complete all items. There are five major activities representing five different aspects of your learning and working style. At the end you will find a self-scoring key and interpretation of the results.

Activity 1: How I use my physical senses to study or work

SCORE

1. I remember something better If I write it down.	0 1 2 3
2. I take lots of notes.	0 1 2 3
3. I can visualize pictures, numbers, or words on my head.	0 1 2 3
4. I prefer to learn with video or TV more than any other media.	0 1 2 3
5. I underline or highlight the important parts as I read.	0 1 2 3
6. I use color-coding to help me as I learn or work.	0 1 2 3
7. I need written directions for tasks.	0 1 2 3
8. I get distracted by background noises.	0 1 2 3
9. I have to look at people to understand what they say.	0 1 2 3
10. I am more comfortable when the walls where I study or work have posters and pictures.	0 1 2 3

11. I remember things better if I discuss them out loud.	0 1 2 3

12. I prefer to learn by listening to a lecture or tape, rather than

by reading.	0 1 2 3
13. I need oral directions for tasks.	0 1 2 3
14. Background sounds help me think.	0 1 2 3
15. I like to listen to music when I study or work.	0 1 2 3
16. I can easily understand what people say even if I can't see them.	0 1 2 3
17. I remember better what people say than what they look like.	0 1 2 3
18. I easily remember jokes that I hear.	0 1 2 3
19. I can identify people by their voices.	0 1 2 3
20. When I turn on the TV, I listen to the sounds more than watching the screen.	0 1 2 3

21. I'd rather just start doing things rather than pay attention to directions.	0 1 2 3
22. I need frequent breaks when I work or study.	0 1 2 3
23. I move my lips when I read silently.	0 1 2 3
24. I avoid sitting at a desk when I don't have to.	0 1 2 3
25. I get nervous when I sit still too long.	0 1 2 3
26. I think better when I can move around.	0 1 2 3
27. Manipulating objects helps me to remember.	0 1 2 3
28. I enjoy building or making things.	0 1 2 3
29. I like a lot of physical activities.	0 1 2 3
30. I enjoy collecting cards, stamps, coins, or other things.	0 1 2 3

Activity 2: How I deal with other people

For each item *circle* the response that represents your approach:
0 never   1 Sometimes   2 Very often   3 Always

1. I prefer to work or study with others.	0 1 2 3
2. I make new friend easily.	0 1 2 3
3. I like to be in groups of people.	0 1 2 3
4. It is easy for me to talk to strangers.	0 1 2 3

12. I behave in a down-to-earth way.	0 1 2 3
13. I am attracted to sensible people.	0 1 2 3
14. I prefer realism to new, untested ideas.	0 1 2 3
15.I prefer things presented in a step-by-step way.	0 1 2 3
16. I want a class or work session to follow a clean plan.	0 1 2 3
17. I like concrete facts, not speculation.	0 1 2 3
18. Finding hidden meanings is frustrating or irrelevant to me.	0 1 2 3
19. I prefer to avoid many options.	0 1 2 3
20. I feel it is useless for me to think about the future.	0 1 2 3

Activity 4: How I approach tasks.

For each item *circle* the response that represents your approach:

0 never 1 Sometimes 2 Very often 3 Always

1. I reach decisions quickly.	0 1 2 3
2. I am an organized person.	0 1 2 3
3. I make lists of things I need to do.	0 1 2 3
4. I consult my list in order to get things done.	0 1 2 3
5. Messy, unorganized environments make me nervous.	0 1 2 3
6 I start tasks on time or early.	0 1 2 3
7. I get places on time.	0 1 2 3
8. Deadlines help me organize work.	0 1 2 3
9. I enjoy a sense of structure.	0 1 2 3
10. I follow through with what I have planned.	0 1 2 3
11. I am a spontaneous person.	0 1 2 3
12. I like to just let things happen, not to plan them.	0 1 2 3
13. I feel uncomfortable with a lot of structure.	0 1 2 3
14. I put off decisions as long as I can.	0 1 2 3
15. I have a messy desk or room.	0 1 2 3
16. I believe that deadlines are artificial or useless.	0 1 2 3
17. I keep an open mind about things.	0 1 2 3
18. I believe that enjoying myself is the most important thing.	0 1 2 3
19. Lists of tasks make me feel tired or upset.	0 1 2 3

20. I feel fine about changing mind.   0 1 2 3

Activity 5: How I deal with ideas.

For each item *circle* the response that represents your approach:

0 never   1 Sometimes   2 Very often   3 Always

1. I prefer simple answers rather than a lot of explanations.   0 1 2 3

2. Too many details tend to confuse me.   0 1 2 3

3. I ignore details that do not seem relevant.   0 1 2 3

4. It is easy for me to see the overall plan or big picture.   0 1 2 3

5. I can summarize information rather easily.   0 1 2 3

6. It is easy for me to paraphrase what other people say.   0 1 2 3

7. I see the main point very quickly.   0 1 2 3

8. I am satisfied with knowing the major ideas without details.   0 1 2 3

9. I can pull together (synthesize) things easily.   0 1 2 3

10. When I make an outline, I write down only the key points.   0 1 2 3

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11. I prefer detailed answers instead of short answers.   0 1 2 3

12. It is difficult for me to summarize detailed information.   0 1 2 3

13. I focus on specific facts or information.   0 1 2 3

14. I enjoy breaking general ideas down into smaller pieces.   0 1 2 3

15. I prefer looking for differences rather than similarities.   0 1 2 3

16. I use logical analysis to solve problems.   0 1 2 3

17. My written outlines contain many details.   0 1 2 3

18. I become nervous when only the main ideas are presented.   0 1 2 3

19. I focus on the details rather than the big picture.   0 1 2 3

20. When I tell a story or explain something, it takes me a

long time.   0 1 2 3

5. I keep up with personal news about other people.	0 1 2 3
6. I like to stay late at parties.	0 1 2 3
7. Interactions with new people give me energy.	0 1 2 3
8. I remember people's name easily.	0 1 2 3
9. I have many friends and acquaintances.	0 1 2 3
10. Wherever I go, I develop personal contacts.	0 1 2 3

11. I prefer to work or study alone.	0 1 2 3
12. I am rather shy.	0 1 2 3
13. I prefer individual hobbies and sports.	0 1 2 3
14. It is hard for most people to get to know me.	0 1 2 3
15. People view me as more detached than sociable.	0 1 2 3
16. In a large group, I tend to keep silent.	0 1 2 3
17. Gatherings with lots of people tend to stress me.	0 1 2 3
18. I get nervous when dealing with new people.	0 1 2 3
19. I avoid parties If I can.	0 1 2 3
20. Remembering names is difficult for me.	0 1 2 3

Activity 3: How I handle possibilities

For each item *circle* the response that represents your approach:

0 never	1 Sometimes	2 Very often	3 Always

1. I have vivid imagination.	0 1 2 3
2. I like to think of lots of new ideas.	0 1 2 3
3. I can think of many different solutions to a problem.	0 1 2 3
4. I like multiple possibilities and options.	0 1 2 3
5. I enjoy considering future events.	0 1 2 3
6. Following a step-by-step procedures bores me.	0 1 2 3
7. I like to discover things rather than have everything explained.	0 1 2 3
8. I consider myself original.	0 1 2 3
9. I am an ingenious person.	0 1 2 3
10. It doesn't bore me if the teacher or boss changes a plan.	0 1 2 3
11. I am proud of being practical.	0 1 2 3

INTERVIEW TO THE STUDENTS

1. ¿Qué actividades te gusta realizar en clase?

2. ¿ Cómo es tu participación en el salón de clases?

3. ¿Qué estrategias utilizas en las materias donde es utilizado el Aprendizaje independiente?

4. ¿Con qué tipo de material sientes que aprendes mejor?

5. A la hora de realizar una tarea específica basada en el Aprendizaje Independiente.¿Qué es lo que te resulta más difícil y por qué?

   - Entender las instrucciones.
   - Llevar a cabo las actividades.
   - Plantear estrategias para resolver dichas actividades.

6. ¿ Que experiencias has tenido en las materias basadas en el Aprendizaje Independiente? ¿Cuáles son los problemas que has enfrentado con este tipo de aprendizaje?

INTERVIEW TO TEACHERS WHO HAVE WORKED WITH

INDEPENDENT LEARNING

1. ¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

2. ¿Cómo se inicia este sistema en la UQROO?

3. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque?

4. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos?

5. ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

6. Al aplicar este Aprendizaje, ¿Qué problemas ha enfrentado con los alumnos?

7. ¿Qué recomendaciones daría a los estudiantes de la UQROO?

Professor A

1. ¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

Considero que el Aprendizaje Independiente en México no ha sido abordado con un programa de acción que corresponda o en correspondencia con los resultados de la investigación educativa sobre el tema, ni con las teorías de aprendizaje que la sustentan. Los intentos que se han quedado en buenas intenciones y en discursos. Lo más que se ha llevado a cabo ha sido el envío de los estudiantes a la biblioteca para hacer algunas tareas concretas que en la mayoría de los casos son copia de materiales y pocas veces el análisis, explicación o solución de problemas. Por otro lado hay una creencia, en general por los docentes que el aprendizaje independiente es enviar al estudiante a la biblioteca. El estudiante no sabe a qué y por qué va y esto lo desmotiva para aprender.

2. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque?

La UQRoo lo ve como lo dice el Modelo educativo (ver PLADES de la UQRoo sección de Modelo Educativo)

3. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos?

IDEM a la anterior.

4.   ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

Desventaja: Hay muchos perfiles de profesores investigadores promotores del aprendizaje en el país y los pocos que hay ya están establecidos en instituciones educativas sonde se han arraigado y difícilmente se cambiarían. Sin embargo creo que la UQRoo ha obtenido algunos (pocos) pero buenos perfiles que seguramente le ayudaran a no perder su modelo educativo. Por otro lado el nivel educativo de los estudiantes del bachillerato todavía es bastante deficiente y ha establecido hábitos de estudio, bastante deficientes y ha dejado hábitos de dependencia en el aprendizaje.

Ventajas. Le da al sureste del país el hacer de una institución de educación superior una institución que promueve la innovación haciendo a sus estudiantes más responsables de su aprendizaje y por lo tanto mejores profesionales y ciudadanos.

Hacer del proceso de aprendizaje algo más significativo para el estudiante y para el proceso de formación profesional.

5.   Al aplicar este Aprendizaje, ¿Qué problemas ha enfrentado con los alumnos?

La resistencia al cambio, por la falta de herramientas (estrategias de aprendizaje) para ser más independientes.

6. ¿Qué recomendaciones daría a los estudiantes de la UQROO?

Que intenten ser más independientes en su aprendizaje, que identifiquen las habilidades que necesitan para ser más independientes y que se atrevan a tener una experiencia fantástica en el proceso de aprender.

Professor B

1. ¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

Bueno, creo que ha sido mal enfocado, porque se ha tratado más de buscar la educación programada y pienso que se sigue pensando así. Según lo que veo, se han hecho buenos intentos pero desafortunadamente no completos.

2. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque?

Se inicia a partir de un proyecto FOMES 96 que nos da la capacidad de capacitar a un grupo de personas entre las cuales estuvimos Ma. Isabel, Addy, César Cristóbal, Andrés y yo. Isabel, Addy, César Cristóbal y yo. Tomamos en Pennsylvania un curso de entrenamiento de Educación a Distancia y Curso de Multimedia y un Curso de Diseño Instruccional que nos iba a llevar a fin de cuentas a la búsqueda del Aprendizaje Independiente. El que los gringos nos peleaban mucho porque nosotros hablábamos mucho del Aprendizaje Independiente y ellos decía no, sino "Aprendiz Independiente" (Independent learner) El proyecto FOMES se propuso en el 96, pero inició en el 97.

3. Al aplicar este Aprendizaje y ser precursor de esto, ¿Qué problemas ha enfrentado al capacitar a los maestros y con los alumnos?

Primero, la resistencia de los profesores y la descalificación de muchos de ellos ya que nos decían que fuimos a pasear, que no era posible, que esta es otra realidad, no hay medios, que no esta la gente preparada, ni los maestros, ni alumnos y si resulto ser cierto. Los

maestros no estaban preparados, no llegaban a los cursos, sus metas quedaron incumplidas; lo tomaban como algo muy flojo, sin compromiso.

Por otra parte, los alumnos no están acostumbrados a este sistema, entonces cuando se lograron 6 cursos, hubo un gran problema. Ejemplo. En el curso de Lógica, unos decían quiero maestro, quiero que me den clases, que me digan que voy a hacer. No hay el hábito de la lectura y del estudio.

Yo trabajé el curso de Matemáticas, no fueron muchos alumnos, a los malos que pensaban que no iban a tener clases, pues desafortunadamente les fue pésimo y los buenos lograron pasar. Pero hay una creencia que la educación abierta y a distancia es abaratar la calidad.

4. ¿Cuál es la Misión De la UQROO y su enfoque?

La misión de la UQROO está bien que nuestra misión tenga que ver con buscar el desarrollo social, que tenga que ver con la excelencia académica y demás, pero siento que el Aprendizaje Independiente no está citado. Más que nada, nuestros principios rectores como Universidad en nuestro modelo educativo están reflejados en centrar el proceso en el estudiante, más que nada en el Aprendizaje del estudiante. Entonces en la misión de la UQROO prácticamente no se refleja como si fuera como un texto, obviamente dentro del contexto Si, porque ahí vamos. Desafortunadamente muchos no lo ven así y la gran mayoría de los maestros no están involucrados en esto.

5. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos?

El modelo educativo de la UQROO surge a partir del modelo de *Nuevas Universidades*, el proyecto de este tiene como primicia el aprendizaje y sobre todo enfocado en el alumno, y este modelo ha tenido varios tropiezos, uno de ellos es la estructura de la Nueva

Universidad que surge de una manera y luego se transforma hasta que después hay que reubicarla y volver a la estructura departamental. Con esa estructura departamental, se pretende aprovechar mejor los recursos y poder ver de una manera distinta la Universidad, poder contar con profesores, de recursos. Yo creo que faltan algunos detalles, estamos a un paso de lograrlo.

6. ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

Como ventaja, yo veo, si los maestros hicieran uso de este recurso (blackboard, hipertexto, cursos en línea) vería como ventaja un mayor número de gentes estudiando en su propio espacio y tiempo, de una manera asíncrona con el profesor. Utilizando los medios que la Universidad tiene como una Intranet envidiable, blackboard, bases de datos, acceso a bibliotecas virtuales y digitales que no se están utilizando. Tenemos una estructura que los demás no tienen, pero no hay la difusión y la capacidad de la gente para utilizarlo.

La desventaja es la falta de difusión y conciencia de profesores de involucrarse en esto; cosa que está premiada en el programa de estímulos, se dan bastantes puntos por hacer materiales.

En este año, con el Programa de Diplomado en Educación Innovativa, se entregarán 30 diplomas a gente que concluyó sus programas diseñados instruccionalmente en hipertexto. Pero desafortunadamente la mayoría con del TEC de Chetumal.

La estructura ya está puesta, pero desafortunadamente los profesores todavía no se involucran, siguen yendo a dar su clase, son muy buenos maestros y a lo mejor califican muy bien, y los alumnos están aprendiendo bien, pero se están perdiendo de esta oportunidad. Entonces hay desventajas como la falta de información, de ganas y capacidad.

Creo que tenemos muchas ventajas pero a la vez son dobles desventajas. La estructura ya la

logramos y tenemos un grupo de gente capacitada y no son los mismos de Pennsylvania, pero han abandonado esto. Hay otras gentes que se están capacitando, hay una nueva generación de profesores y creo que esto de esta logrando por aquel proyecto semilla.

7. ¿Qué recomendaciones daría a los estudiantes de la UQROO?

Que se hagan responsables y digan: yo vine a la UQROO a aprender, no vine a ver que me enseñan. Al ritmo de nuestra evolución tecnológica, educativa, técnica, digital e informática todo lo que está pasando ahora, la mayor parte de la tecnología que se va a usar en los próximos 5 años mi siquiera se ha inventado. Los alumnos ya no están para venir a ver que es lo que el maestro les da, ellos tienen que pedirle al maestro quiero esto, enséñeme esto, investigar por su cuenta porque la UQROO tiene una excelente biblioteca. Los programas están en red y ellos pueden checar y hacer algo por ellos mismos y decirle al maestro que ya lo pudieron resolver o ya aprendí esto, yo puedo colaborar con mi grupo, o puedo solucionarlo de manera distinta, pero no se está haciendo.

Muchachos despierten, les va a ganar la Tecnología, no siento que estemos a buen nivel. Conviértanse en *EMPRENDEDORES DE SU APRENDIZAJE*. Emprendan el negocio de hacerse profesionales, no están haciendo mucho por si mismos, están navegando a ver a que horas terminan su carrera, pocos son los alumnos que estudian y están en la biblioteca buscando. "Hay que estar preparados para la vida"

Professor C

1. ¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

No tengo la menor idea, de México no sé.

2. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque?

Como es la Nueva Universidad Mexicana debe tener una alta dosis de Aprendizaje Independiente. Lo que queremos con el Aprendizaje Independiente es que el alumno acceda a los conocimientos de forma independiente y después esos conocimientos que él tenga pues los discuta con el profesor. Pero en realidad es precisamente siguiendo el Modela de la UQROO es que nosotros queremos fomentar el Aprendizaje Independiente.

3. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos?

Eso tendría que leerlo, pero el propósito, estamos convencidos que lo que se aprende, lo que una persona aprende sola, ese aprendizaje es un aprendizaje más permanente y en una aprendizaje eficiente. Cuando una persona aprende sola aprende con su estilo de aprendizaje, con su tiempo y puede hacer un aprendizaje mucho más efectivo.

4. ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

Las ventajas son las que tiene el Aprendizaje, es decir las ventajas de que es más eficiente porque es un aprendizaje más duradero, es un aprendizaje que el alumno hace con sus propias estrategias y sus propias formas y su propio tiempo.

Las desventajas son que los estudiantes **NO** aceptan este tipo de aprendizaje y les cuesta mucho trabajo. He tenido estudiantes que me han dicho: mi mamá y papá me pagan la colegiatura de la UQROO para que usted me dé clases, no para que yo sea el que tiene que trabajar sólo. Creen que las clases son la única forma en que pueden aprender, entonces con esta forma de ver el aprendizaje, pues los estudiantes dicen **NO.** Yo quiero que me den clases, que me expliquen, pero bueno lo mismo que va a decir el maestro, es lo mismo que esta en los libros, entonces que mejor que el alumno diga en este libro no lo entiendo, bueno me voy al otro. Bueno, entonces si hay 6 libros que dicen más o menos en distintas formas el mismo concepto y entonces el alumno tiene acceso a esos libros y si puede interactuar con el libro y entender lo que dice este texto entonces es lógico que él se apropie de esos conocimientos en ese momento y que no tenga que ir a buscar los otros libros. Si es a través del maestro entonces el maestro tiene su propio modelo de enseñanza y el maestro su propio ritmo de hablar, tiene su propia forma de hacerse entender y no exactamente la misma que va a ser la que todo el mundo va a entender. Hay alumnos que aprenden en forma más lenta y no por eso quiere decir que los alumnos tengan una deficiencia en el aprendizaje. No, todo el mundo tiene su propio ritmo de aprendizaje y bueno con un aprendizaje más independiente se obedecen estos tiempos. Hay estudiantes que llegan a las conferencias y el estudiante con esa conferencia que dio el maestro puede entender todo, con eso inclusive ya puede hacer repeticiones, puede hacer un análisis de lo que dijo el maestro. Hay otras personas que a partir de una conferencia no pueden, hay personas que tienen que ejercitarse o buscar ejemplos y esquemas. Entonces como cada uno puede, como cada uno acceda a los conocimientos de una forma diferente o es justamente si existe la bibliografía suficiente como para que el alumno pueda llegar y buscar en los libros o buscar en Internet, buscar en publicaciones. Entonces en ese momento pues el alumno

sería mucho más cómodo para el alumno llegar a aprender a aprender el conocimiento que necesita.

5. Al aplicar este Aprendizaje, ¿Qué problemas ha enfrentado con los alumnos?

Que los estudiantes, esto es en mi asignatura de Gramática, es una asignatura que ha enfrentado millones de problemas, el porcentaje de estudiantes que aprueban la asignatura y que aprueban Gramática I y II es muy bajo. La mayoría de los estudiantes en el primer semestre de Gramática I reprueban porque se niegan al tipo de aprendizaje. No quieren, se niegan, tienen la visión de que si no se les explica, no pueden aprender, ese es un grupo. Otro grupo es, que uno les dice, ustedes tendrán clases entre comillas conmigo una vez a la semana, en la otra frecuencia de clases ustedes tienen que ir a la Biblioteca, deben estar buscando bibliografía, haciendo los ejercicios que se señalan ahí y entonces en la hora de clases es la hora en que empiezan las dudas, todo el que estudia y que sabe todas las cosas pregunta. Es ahí donde entro yo a explicar, en esas 2 horas de clases a la semana, se evacuan las dudas, ver ejercitaciones más complejas o para ver si lo que hicieron lo hicieron bien. ¿Qué pasa? Como no tienen que venir a la Universidad, piensan que tienen el tiempo libre y no vienen a clase y no estudian, no van a la biblioteca, pero tampoco tienen el libro en su casa, por lo tanto no estudian nada. Entonces no hacen la tarea y vienen a ver que es lo que se les pega en ese día. Ya en ese día la cantidad de materia es mucha. La gramática no es una asignatura de mucha aceptación, es una asignatura de saber hacer, de interpretar signos, de analizar y buscar conceptos, buscar en textos, de crear oraciones. Entonces no es una asignatura fácil y en la asignatura lo que se dosifica a los estudiantes para que vayan viendo cada uno de los temas de acuerdo con su tiempo, claro hay quien con 2 horas en esa semana ya resolvió el problema, hay quien tiene que dedicarle 4 horas,

lo que nadie está dispuesto a hacer. Los estudiantes no quieren hacer eso, quieren venir a la clase a presentar el examen. Como la asistencia no es obligatoria, bueno que hacen ellos, esta semana no pude estudiar, no vienen a la clase además dicen que soy enojona y les grito. Entonces, no estudian y no vienen a la clase, ya tienen una semana de retraso entonces la semana que viene pues tampoco vienen, en vez de decir esta parte la voy a dejar pero voy a estudiar lo de esta semana que viene, entonces, bueno recupero esa semana cuando hay un puente, como el que hubo hace 4 días, pero no, se van enojando porque no entienden, porque no hacen y vienen y reprueban; hacemos un quiz y no lo aprueban. Se creen que la gramática es lo mismo que saber Inglés. Se defienden muy bien en la asignatura de Inglés, pero en la gramática no, esto es lo mismo que Gramática del Español en el semestre II, muchos estudiantes reprueban aunque saben hablar Español. Muchos estudiantes reprueban porque no entienden conceptos de conceptos, de las relaciones de palabras, de conjunciones, subordinadas. Pero la gramática y saber hablar Español son dos cosas diferentes. Nosotros sabemos hablar Español desde antes de ir a la escuela, pero cuando estudiamos gramática en la escuela, entonces vienen los problemas.

Esos son los problemas que enfrentamos, yo no sé hasta que punto es Independiente este aprendizaje, yo pretendo que sea así, a veces el animo se me va al piso y claudico, doy explicaciones. Yo no creo qué esto sea un problema de nacionalidad, eso es simplemente que al estudiante de la preparatoria se le acostumbró a estudiar de forma reproductiva. Cuando te dan una asignatura, el maestro llega, se para y dice esto es así, así, da una conferencia y entonces cuando hace el examen, él quiere que hasta el punto y la coma se lo devuelvan en el examen. Otras gentes pues tienen buena memoria, se lo aprenden y lo vuelcan en el examen y ya, entonces sacan 100, son gente que sabe hablar y escribir que pueden expresar lo que se dijo, lo pueden reproducir. En una asignatura de saber hacer, ahí

vienen los problemas. Tenemos problemas en Inglés 1, de estudiantes que reprueban y reprueban. Inglés 1 es una de las asignaturas de mayor índice de reprobación, porque vienen ahí y se sientan y se esperan. No, no, no, uno tiene usted tiene que contestar, que decir, hablar en pareja. Algunos se quedan así como "yo, yo no, yo quiero que me digan". Entonces se sienten felices cuando el maestro explica y cuando hacen ejercicios escritos y no hablan. En Escuchar y hablar también tenemos una alto índice de reprobación ¿Por qué? Porque tienen que hablar, como, es una materia de saber hacer, usted tiene que hacer las cosas. Entonces combinas que el alumno sea el que haga y no el maestro, el alumno tiene que producir, pronunciar, él tiene que escuchar y hacer. Falta lo que es la práctica, las clases prácticas faltan porque son clases donde el actor principal es el alumno. Él es el que tiene que trabajar, no es el maestro el que trabaja, el maestro trabaja en su casa y en el aula, él ve lo que ustedes hacen. Ustedes son los que tienen que trabajar.

6. ¿Qué recomendaciones daría a los estudiantes de la UQROO?

Decirle a los estudiantes que cambien su visión del mundo. La visión del mundo no es reproductiva, es activa y hay que saber aprender y nadie puede aprender por nadie. El aprendizaje si tiene que ser independiente es que si lo miramos mucho, el termino de aprendizaje independiente pareciera una redundancia porque aprendizaje claro que tiene que ser independiente. Yo no puedo aprender por otro. Es que la palabra independiente tiene que ir con el aprendizaje. Otra persona no te puede aprender, el mensaje tiene que ser independiente e individual, con tus formas, estrategias, técnicas, con las mejores o las peores, y con más o menos tiempo, y he ahí donde están las diferencia individuales, pero tiene que ser independiente, no se puede de otra forma.

A los maestros y directivos, que todos cerremos filas en obligar a los estudiantes que se den cuenta los maestros y dirigentes que esa es la única forma, la mejor forma de aprender. Dar explicaciones y dar un gran rollo y hacer una conferencia eso lo hace cualquier maestro. Hacer que el alumno estudie, llegue a los conocimientos, hacer que él haga análisis, hacer las asignaturas en forma problemática en donde él tenga que pensar porque, y no atarte de pie a juntillas todo lo que dice, que el alumno se pregunte, cuestione, indague, que le diga al profesor a mi me parece que eso está mal porque yo lo leí en algún lugar. Yo todavía no he visto a algún estudiante que lo haga. Porque piensan que es una forma de agredir al profesor, y claro que no es ninguna forma de agredir, el profesor es tan ser humano como ninguno, y el profesor tiene una serie de equivocaciones, todos nosotros somos susceptibles a equivocarnos. Aquí los maestros tienden a no aceptan sus errores. Todos nosotros tenemos que trabajar en conjunto para lograr verdaderamente que después que salga de aquí, que es? cuando aprende, aquí lo que damos en la UQROO, son herramientas de estudio, porque tú no le puedes dar a un estudiante todo. Aquí no se da todo el conocimiento, para eso están las enciclopedias, diccionarios, libros de consulta. Un buen Licenciado no se sabe la enciclopedia de memoria, es aquel que resuelve algo en un momento determinado. Nuestros egresados de Lengua Inglesa son gente que sabe dar clases, porque eso les estamos enseñando hacer. Entonces si eso no lo sabes hacer entonces qué?. Estamos trabajando en eso para que el alumno sea el que haga.

Professor D

1.¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

No sé mucho como ha sido enfocado en México. Bueno, por lo menos en la enseñanza de lenguas se ha intentado hacer que los alumnos sean independientes, de que trabajen por si mismos en los Centros de Auto acceso. La idea de darle la oportunidad a los alumnos de trabajar a su ritmo, a su nivel, con las cosas que les gustan o necesitan reforzar. Sé que eso no ha funcionado bien, no han funcionado los Centros de Auto acceso , ya que se han convertido en todo menos en eso, y viene funcionado como una biblioteca de Idiomas. Creo que no ha cumplido con su función, no se cual sea la razón por la cual no se han implementado estrategias necesarias. La cultura del alumno no es la del auto estudio. Hay que buscar otro tipo de opciones para promover este tipo de Aprendizaje.

2. ¿Cómo se inició este sistema en la UQROO?

Bueno, yo llegué aquí y la Maestra Nucamendi era la directora de la División. Ella armó un proyecto sobre el Aprendizaje Independiente y junto con otros Profesores fueron a tomar un curso a Pennsylvania era para formarlos sobre la metodología del Aprendizaje Independiente, y después ellos elaboraron materiales de Aprendizaje Independiente, los cuales aplicarían a sus materias. Esto también surgió de acuerdo al Modelo de la UQROO, ya que plantea el auto aprendizaje, la responsabilidad del alumno.

3. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque?

Se supone que el Maestro tenga la capacidad e información para enfocar sus clases de tal manera que promuevan el aprendizaje, que ya el maestro no se el que lleve todo al salón de clases, sino que motive a sus alumno para que investiguen, busquen estrategias por su cuenta, estudien más. Del alumno se requiere, aunque no lo dice así expresamente el modelo, entrenamiento para que ellos vayan aceptando la metodología y acostumbrarse a este modelo. Se han hecho guías, elaboración de materiales que están dentro de este enfoque. Los materiales comprados son en su mayoría de y para una clase tradicional.

4. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos?

Privilegia al Aprendizaje Independiente, la autonomía del estudiante, la responsabilidad del estudiante para su propio aprendizaje y poner al maestro sólo como una guía, como alguien que está más adelantado en conocimiento y como alguien que va a enseñar y compartir experiencias con los estudiantes y que los va a motivar a que busquen más, investiguen y se interesen. Es decir no es una concepción tradicional del maestro y del alumno sino es todo enfocado a que todos los actores del proceso maestro-alumno-materiales-institución, converjan en una dirección de hacer que el estudiante sea mas independiente.

5. ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

Las ventajas son muchas como las de hacer que los alumnos sean creativos, responsables que sean capaces no solamente de enfrentar sus estudios de forma exitosa sino también su vida, como una formación que les debe servir en todo momento de su vida, además para la escuela ; y que en la medida en que sea más independiente podrán enfrentar cualquier tipo de situaciones como trabajadores y en su vida personal..

Yo no diría desventajas, sino problemas que enfrentan para poder llevar a cabo este tipo de aprendizaje, que va desde la falta de aliciente, de tiempo por parte de los profesores para diseñar materiales de acuerdo a las características de los alumnos y del enfoque que se le quiere dar. Falta de preparación, somos profesores formados en cierta área del conocimiento pero no se da la formación para ser facilitador a menos que sean pedagogos. Falta de recursos, materiales, no se tienen aulas diseñadas para eso, hace falta más bibliografía, más trabajo de academia y que los profesores fueran hacia la misma meta.

(La materia de Francés fue 50% de aprendizaje independiente y 50% del aprendizaje común) No fue exactamente así, yo diseñe un material que era para apoyar los temas que no se podían atender en la clase, y como Francés es una materia que tiene poquitas horas, pues yo veía que hacia falta, pues no teníamos tiempo en la clase para trabajar ciertos temas que eran importantes, entonces diseñe materiales en donde los estudiantes tenían que trabajar por su cuenta, a su ritmo, pero no cambiar el sistema. Me hubiera gustado, pero sólo eran 4 horas a la semana.

6. Al aplicar este Aprendizaje, ¿Qué problemas ha enfrentado con los alumnos?

Los de siempre, no se acostumbran a trabajar solos, les parece que no es la forma adecuada, no tienen disciplina. Al revisar los trabajos, ellos no lo habían hecho, en cambio otra tarea que si les habían exigido si la hacían, como que dan prioridad a las materias donde si se les exigen resultados inmediatos y cuando se les da la libertad de que trabajen a su ritmo, lo van dejando y al final no funciona muy bien.

7. ¿Qué recomendaciones daría a los estudiantes de la UQROO?

Que se involucren con su aprendizaje, que se den cuenta de lo importante que es su papel como estudiante, que se responsabilicen, que lo sientan como una actividad de ellos para ellos, como algo que los va ayudar y no solamente en el futuro cercano, sino toda su vida y que vean que es importante, realmente lo que quieran aprender y entender. Estas recomendaciones son para los estudiantes, pero bueno, esto es más complejo pues debe ir acompañado de las recomendaciones para los profesores y la institución misma, para que ellos apoyen o promuevan. Los maestros se quejan de no querer alumnos pasivos, pero que tanto ellos promueven y se esfuerzan por ayudar a que esto funcione. Es un problema de todos, donde todos deben cooperar.

Professor E

1. ¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

Yo creo que a partir de los 70's cuando cada vez más mencionado en los libros. Quienes escriben de Educación en México, ha sido cada vez como una recomendación, una sugerencia, estrategia de aprendizaje, tratando de que el estudiante sea el responsable de su propio aprendizaje y de que el profesor sea un facilitador. Creo que es en los 90's, en algunas Universidades empieza a buscarse como un modelo, incluso en Primarias y Kinder particulares se empieza a manejar esto. Es una opción para los padres, independiente a lo que se maneja en el Sistema Educativo.

2. ¿Cómo se inicia este sistema en la UQROO?

Primero, yo creo que se plasma cuando se hizo el Modelo Educativo de la UQROO, como un fin o propósito que la Nueva Universidad Mexicana tiene que alcanzar. Yo creo que a partir de ahí, Julio César Da Chari y otros empiezan a buscar este ideal educativo en la Nueva Universidad Mexicana; luego yo tengo entendido que Ma. Elena Llaven, quien trae estas ideas de Gran Bretaña y trató de formar el CEA (Centro de Enseñanza), y el CEA en un inicio antes que se desvirtuará, y de que cambiará de enfoque y lo retomarán otras personas con otra mentalidad. Ma. Elena propicia que se forme este Centro buscando en Sistema de Aprendizaje Independiente. El SAC mismo, es la segunda propuesta de ella. Pero no sólo es ella la que lo lleva, ella es la jefa del departamento, pero es un grupo de profesores interesados y gente que le ha influido, consultores del rector, Roberto Arizmendi, que son ellos que habían creado el primer documento. Yo creo que en la

Universidad no se ha dado, una cosa es lo que dicen los documentos y otra lo que se pretende con un fin y otra que se haya llevado a la práctica.

*******Después surge Innovación Educativa******

El CEA no funciona y se empieza a tomar como el castigo para los profesores que salen mal evaluados, empieza a tomarse por parte de los estudiantes como un lugar en donde se echa relajo; ya que los profesores van a mandar ahí a los estudiantes reprobados, entonces el CEA empieza a ser un poco serio. Ma. Elena deja de ser la Jefa del departamento porque la división se separa en dos. Se enfoca más a la Licenciatura de Lengua Inglesa y ahí es donde se le ocurre un proyecto FOMES. Invita A cuanto profesor ella considera pertinente involucrarlo, muchos le dicen que no, otros le decimos que si. Empieza a tener contactos con la Open University en Pennsylvania y finalmente deciden enviarnos a Penn state. Nos fuimos a conocer, y es maravilloso lo que hacen ahí, de hecho yo después con Ma. Elena fuimos a Daytona a ver un Modelo diseño curricular y posteriormente ya yo como Directora de Intercambio Académico fui a Appalachia y ahí se tiene un Sistema de Aprendizaje Independiente, o sea un Centro de Tecnología Educativa donde tú creas documentos, reactivos, material de apoyo para el profesor y estudiante, cuestiones autodidácticas a través del video y televisión.

3. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque?

La misión de la UQROO es contribuir en el desarrollo social y cultural de la región, esas con las líneas importantes y de ahí tiene 4 pilares en educación.

Uno es Educación , y en sus documentos centrales habla del Aprendizaje como una relación de enseñanza y aprendizaje en donde el profesor es el facilitador, es el que facilita los

conocimientos y los medios para la comunicación y el estudiante va a ser más autodirigido. El estudiante va a buscar al tener este facilitador adecuado como aprender de manera individual. Tengo entendido que el enfoque es fortalecer al campus Chetumal a través de una biblioteca digital, no donde se apilan los documentos, como eran las tradicionales. Hay un trabajo de planeación establecido (PLADES) y los planes de desarrollo del rector que es el conjunto donde todos los directores y el dicho PLADES se planea lo que se va a pedir de apoyo o de recursos o los proyectos que vamos a solicitar de FOMES (El fomento y mejora a la Educación Superior), hacia donde queremos el Programa de mejora docente.

1. Biblioteca digital

2. Fortalecer el perfil de los académicos.

3. Apoyar los sabáticos del docente, que mejoren el perfil del docente y experiencia.

4. Crear tutorías para que el profesor cumpla con su verdadero rol de tutor, y a través de esto apoyar a los estudiantes con problemas de materias reprobadas.

Que el estudiante tenga una biblioteca, para que él haga tarea y el profesor investigue, y que a su vez la biblioteca juegue un papel de tutor.

4. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos?

El Modelo Educativo en una Universidad Pública Moderna que no tenga sindicato, que no repita los vivios que han tenido las viejas Universidades, en segundo que los profesores cumplan con sus funciones más allá de la docencia, que se involucren en la administración educativa. Que el profesor juegue un rol más activo dentro de la Educación Universitaria a través de la docencia, investigación y sobre todo de la gestión académico. Este es el meollo

del asunto que el profesor se involucre en esta vinculación a través de tratar de cumplir con la misión. Hay un buen número de programas en donde el profesor se responsabiliza y además de la investigación y docencia.

Que el alumno sea más activo y más responsable de su aprendizaje, que el alumno conozca cuales son los medios para acceder a su conocimiento y que no piense que el aula es el único lugar donde va a aprender , que puede a través vincularse con proyectos que la UQROO tiene como un menú para el estudiante que está interesado. Becas para que el estudiante se dedique a estudiar, aprender, vincularse, un programa de Servicio social, en donde se respete el verdadero servicio a través de programas que ahora son revisados en la academia, antes no. También de un programa de tutorías donde el alumno se sienta apoyado en sus años de estudio, pero además no solamente que se dedique a adquirir conocimientos, sino que desarrolle habilidades que propicien el desarrollo de su región, que fortalezca destrezas a través del deporte, lectura, arte, de ahí las materia opcionales. Esta Nueva Universidad aprendió lo que hicieron mal las Universidades anteriores para no caer en esos mismos errores. No pretende crear una planta académica muy grande o un sistema educativo burocrático, busca calidad en los servicios, la biblioteca está a punto de recibir la certificación, servicios escolares le sigue; la parte administrativa está en proceso de hacer las cosas con calidad. La tecnología educativa nos ha ayudado, el gobierno, que la gente de aquí, por ejemplo: los jóvenes son sanos, más deportistas. En Chetumal, el estudiantes es de bajos recursos o medios, pero trabaja y estudia. Son alumnos y gente sana, entonces tenemos una calidad de vida en Chetumal que no se valora, pero el Modelo se basa en algo centrado en el estudiante, como un ser humano integral y que la Universidad sea medio para apoyar este desarrollo y poder cumplir con su misión.

5 ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

La desventaja es que parece un caos, como que no está organizado, hace falta mucho, hacen falta más libertades y que en ese ejercicio de la libertad, puedes hacer cualquier cosa permitida dentro de la escala de valores que la Universidad practica.

La ventaja es que estamos como en la punta de lo que se debe hacer en las Universidades, buscamos siempre formas de innovar, mejorar. El modelo es un modelo basado en el liderazgo de la Comunidad Universitaria, conjunto de habilidades y competencias que cada actor de la Universidad tiene y que esa ventaja está centrada en ese modelo que dio la directriz y que se está institucionalizando.

6. Al aplicar este Aprendizaje, ¿Qué problemas ha enfrentado con los alumnos?

No están acostumbrados, como que no me lo creen, les digo que no les voy a pasar lista, que ellos son responsables, que no me tienen que dar justificación, por ejemplo y si llegan a faltar, me traen justificante. Tampoco revisan la página, no utilizan el software y el CD de lecturas, quieren regresar al papel, quieren que les diga que es lo que tienen que hacer. El caos es aprender a negociar con ellos, el que yo sea flexible, no quiere decir que yo sea barco, el que traiga yo este sistema, no significa que los vaya a exentar o reprobar, o que sea más Light, sino al contrario significa que ustedes tienen que ser responsables, pero normalmente no están acostumbrados. El reto es que ellos no se lo creen, entonces tengo que combinar el ser tradicional con la innovación.

7. ¿Qué recomendaciones daría a los estudiantes de la UQROO?

Si queremos que los estudiantes se sensibilicen y practiquen el Aprendizaje Independiente primero tiene que haber una propuesta real, concreta, realmente implementada con éxito

por la administración, por los profesores, para que ustedes como estudiantes realmente lo valoren porque de otro modo a veces creen que lo que el profesor esta diciendo no es cierto. Estamos tan acostumbrados a un sistema tradicional que cuando te ofrecen algo bueno y tienes la posibilidad de ejercer tu libertad, no la ejercen. Porque muchos de los profesores son tradicionalistas, son autoritarios, represivos, mandones, sadomasoquistas entonces el estudiante no se lo cree. Pero si el estudiante llega a tener la fortuna de tener contacto con un profesor que aplique un sistema de Aprendizaje Independiente, creo que debe aprovechar la oportunidad con prudencia. Los estudiantes deben revalorar su rol como estudiantes universitarios, preguntarse, cuestionarse que me hace ser un universitario, que me hace ser un estudiante de Universidad. Deben recordar que estos son los últimos 5 años como estudiante y que luego vas a entrar en un sistema laboral impresionante, difícil, cruel, real en donde tienes que aprender armarte de las herramientas que te permitan crecer y que eso no te lo va dar nadie. Traten de soñar, reflexionar, buscar sus sueños como estudiantes universitarios. Involucrarse, el estudiante no lo sé, no se da cuenta hasta que sale. Hay que revalorar ls historia de las Universidades donde los estudiantes Italianos pagaban a sus maestros para llegar al conocimiento, ellos eran los que dirigían el sistema.

Professor F

1. ¿Cómo ha sido enfocado el Aprendizaje Independiente en México?

Existen diversas teorías del aprendizaje independiente, por ende, los enfoque son diversos según los teóricos a los que nos aboquemos. ¿Cuál quieres? Conductismo, cognoscitivismo, constructivismo... ¿Cuál?

2. ¿Cuándo inicio este sistema en la UQROO?

En la UQROO nació desde su decreto de creación. Que se ha hecho poco o nada... es otra cuestión. Sería bueno que revisaras los documentos que dieron origen a la Nueva Universidad Mexicana, así como los informes de los rectores hasta el momento.

3. De acuerdo a la misión de la UQROO, ¿Cómo se concibe el Aprendizaje Independiente y cuál es su enfoque? Consulta las páginas 16-19 del Plan Estratégico de Desarrollo 1999-2002 de la UQROO.

4. ¿Cuál es el modelo educativo de la UQROO? ¿Cuáles son sus propósitos? Ver documentos de origen y el citado últimamente.

5. ¿Cuáles son las ventajas y desventajas de este modelo en la UQROO?

Hay ventajas y limitaciones, éstas últimas se deben a las personas: profesores, estudiantes, autoridades... falta de visión y enfoque educativo... éstas son las limitaciones.

6. Al aplicar este Aprendizaje, ¿Qué problemas ha enfrentado con los alumnos? Ver páginas recomendadas.

7. ¿Qué recomendaciones daría a los estudiantes de la UQROO? Ver mismas páginas, ahí se deducen las recomendaciones.

Professor G

El aprendizaje independiente en la Universidad de Quintana Roo inició a través de un proyecto FOMES denominado Innovación Educativa. Dicho proyecto contemplaba la creación de nuevas formas interacción dentro del proceso de enseñanza-aprendizaje. Se pretendía concebir un modelo educativo basado en competencias, aprendizaje independiente y el uso de herramientas electrónicas fundamentales para el desarrollo de dichas competencias.

Cinco profesores se fueron a capacitar a Penn State en aspectos de Diseño instruccional, Aprendizaje Independiente y Educación a Distancia, los cuales a su vez, capacitaron a otros profesores de la UQROO. La experiencia ha sido enriquerecedora ya que se ha obtenido notables avances en la propia concepción de lo que es aprender, aprendizaje autónomo ó aprendizaje independiente. A raíz de los cursos de capacitación se lograron crear materiales SAI para guiar el aprendizaje de los alumnos todo esto para lograr la autonomía del estudiante.

La capacitación de la que estoy hablando estaba enfocada hacia el propio conocimiento de la institución, las necesidades de los cursos y estudiantes así como la creación de materiales de apoyo para provocar el pensamiento crítico en los alumnos. Dichos materiales se pusieron en una fase de pilotaje.

Los primeros profesores de LI en capacitarse fueron los siguientes: María del Rosario Reyes Cruz, Caridad Macola Rojo y Juan Gabriel Chán. Los cuales a su vez crearon materiales denominados Guías Metodológicas para sus respectivas materias. Otros profesores crearon páginas en línea bajo el mismo principio alternando las horas presénciales con las horas de auto estudio mediante la guía de las páginas. Se fue cambiando un paradigma basado en menos horas frente a grupo más horas de auto estudio

avalados por la eficacia de los materiales. Las horas presénciales estaban creadas para discusiones, aclaración de dudas y demás actividades planeadas por el facilitador, que a estas alturas ya no era concebido como el proveedor de información solo el guiador.

Por supuesto que a lo largo de este corto proceso se han encontrado debilidades fomentadas por el mismo proceso así como por los facilitadores y aprendices.

Considero que se necesita más capacitación especializada para los profesores interesados así como a los propios estudiantes. El grupo GANA recientemente creado proporciona talleres para que los alumnos puedan conocerse a sí mismos así como sus fuerzas y debilidades. De igual forma se pretende que mediante el auto análisis de aptitudes puedan identificar como aprender mejor.

Estoy segura que este tipo de esfuerzos que la universidad esta haciendo puede ayudar a los estudiantes en su adaptación al Aprendizaje Independiente.

La autodisciplina es una habilidad que puede ser creada y reforzada si el alumno lo quiere.

Por otra parte se necesita hacer un arduo trabajo con los docentes para su capacitación en diferentes áreas relacionadas con el Aprendizaje Independiente. no solo materiales y herramientas sino la misma concepción curricular, naturaleza del curso, tipo de alumnos y competencias que se necesitan desarrollar según el curso y/o carrera. También se pone de manifiesto el dilema que se debe debatir con relación a que materia debe ser puesto bajo A.I. No todas se prestan de igual manera. Se necesita hacer un análisis exhaustivo para definirlo y de acuerdo a la decisión tomada se hará un diseño instruccional y diseño de materiales adecuado a los objetivo planteados en el curso.