



**GUIDED TEACHER REFLECTION
ENGLISH TEACHERS NETWORKS**

TOPIC 4: INTERACTIVE TOOLS TO DIVERSIFY STUDENTS' LEARNING

**MINISTRY OF EDUCATION
ENGLISH OPENS DOORS PROGRAM
By PIAP Team**



INTRODUCTION

This guide aims to support your pedagogical and disciplinary work in your ETN monthly meetings and is part of a series of six guides for group discussions. Each guide outlines a topic for reflection which is aligned with the “MBE framework and curricular prioritization 2023-2025”. The guided topics were developed by considering the academic and professional interests of ETN teachers collected through a survey applied in September 2024. These guides cover relevant topics of academic and professional interest through a range of activities promoting the integration of learning objectives, the development of professional practices, and the promotion of collaborative and reflective work.

Pedagogical reflection and its connection with the [MBE](#). (Table 1)

This guide follows competency descriptors presented in the MBE framework and curricular prioritization 2023-2025.

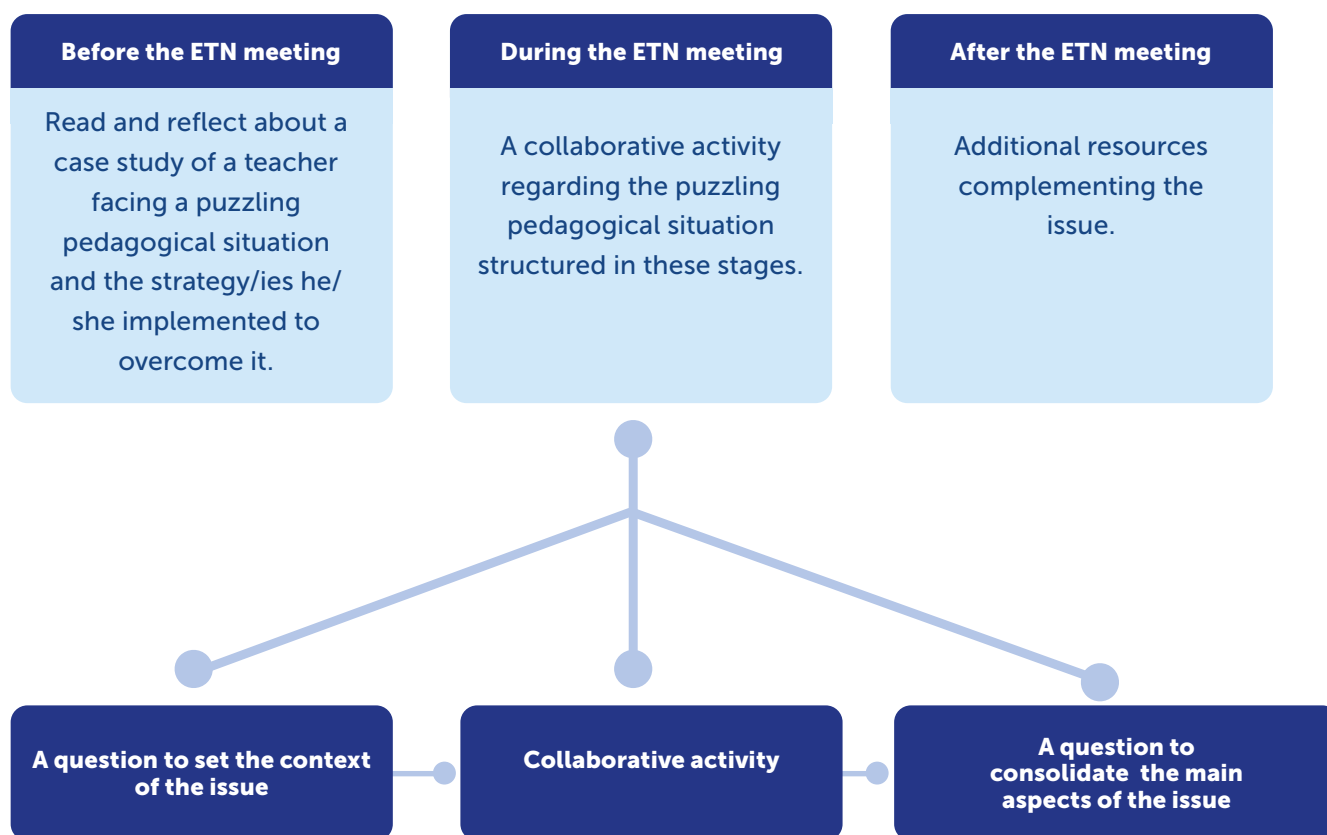
Table 1. MBE framework and curricular prioritization 2023-2025.

Tema	Dimensión MBE	Estándar	Objetivo priorizado transversal
Interactive tools to diversify students learning	A y C	1 y 8	Utilizar TIC que resuelvan las necesidades de información, comunicación, expresión y creación dentro del entorno educativo y social inmediato.

How do these guides work?

Each guide outlines a comprehensive structure to support your ETN work. It is advisable to work with the guides in a progressive way, as Figure 1 suggests.

Figure 1: How do these guides work?



For the ETN meeting's facilitator:

This suggested structure (table 2) aims to support the organization of your pedagogical reflection session within your monthly ETN meeting. The three stages support the understanding of the topic by addressing collaborative actions. Table 2 highlights the time allocated, the stage name and detailed considerations to remember.

Table 2. ETN meeting suggested structure

Time	Stage	CONSIDERATIONS
5	Setting the context of the issue	ETN facilitator introduces the topic with the support of a reflective question.
20	Collaborative activity	ETN facilitator works collaboratively with the teachers in the collaborative activity presented.
5	Consolidation	ETN facilitator wraps up the key aspects of the issue with the support of a reflective question.

Action Symbols

STRATEGY	COLLABORATION	TO WATCH	REFLECTION	INTERNET SEARCH
				

TOPIC 4: INTERACTIVE TOOLS TO DIVERSIFY STUDENTS' LEARNING

Before the ETN meeting (15 Minutes reading)

Read Marcela's case and strategies before the ETN meeting and reflect on her situation.

Marcela teaches English to 8th-grade students (14-year-old) in a rural school in Puerto Montt. Her school has a computer lab with five operational desktops. The students are active and committed to their studies. However, the school has limited internet access, leading most teachers to rely on traditional teaching methods using worksheets and books. Students are not exposed to ICT at school, and the situation is similar at home, where some parents view ICT as complicated, unnecessary, and even distracting. Marcela wants to innovate and better use the available resources at school. After reading several research articles about the transformative uses of technology in education, she decides to search for offline tools to create user-friendly ICT activities. She aims to use interactive quizzes, games, and other audiovisual resources to demonstrate the value of technology in learning.

Initially, Marcela searched for ICT tools to diversify the learning process. She came across some tools (1) that were out of her budget as she was not expecting to pay. Next, she found a free platform (2) that allowed content sharing and had ready-to-use videos. It also allowed screen recording and video uploads, but unfortunately, it did not work offline. After several days of searching, she discovered an offline platform (3). However, this platform was not as user-friendly as she hoped, and she doubted her students would be interested in using it.

Facing this challenging scenario, Marcela decided to ask her students about their

favorite online media resources. The students indicated that they loved TikTok and Instagram videos. Finally, Marcela found a platform that allowed her to download videos from TikTok and Instagram for offline use (4). Table 3 summarizes Marcela's strategic search for ICT tools, categorizing them based on their online and offline capabilities.

Table 3. Marcela's website search strategy

Category	Website	Description
Online	One	• Out of budget • Not free
Online	Two	• Free Content sharing • Ready-to-use videos • Screen recording • Not offline
Offline	Three	• Offline • Not user-friendly • Low student interest
Offline	Four	• Allows downloading TikTok and Instagram videos for offline use

During the meeting -ETN activity



Setting the context of the issue

As we can see, Marcela is a very committed teacher who wants to diversify her teaching using technology. By considering her actions, please answer in your ETN.

- What do you think about Marcela's final choice of using TikTok and Instagram videos?

Collaborative activity

For this week's collaborative activity, please answer:

- Which are some educational resources you can recommend to your ETN colleagues?



Please write your suggestions on the table below.

Table 4: ETN collaborative activity

I need to.../ I need my students to...	I recommend using...
Create and edit infographics, posters, brochures, flyers, and other school media	
Create animations and explainer videos	
Edit a video	
Create comic strips	
Create and/or answer interactive quizzes	
Record a podcast	
Find audiovisual resources	
Find reading and writing resources	
Use AI	

Remember to keep a record of your outcomes to be shared with PIAP later.

Consolidation



If you were Marcela's colleague,

- What online/offline apps would you recommend to her?

Bear in mind that Marcela's aim was to use ICT in her teaching and diversify students' learning.

You are invited to share your search outcomes with your ETN colleagues.

After the ETN meeting

Complementary resources:

The following are educational resources that Marcela uses in her classes.

Table 5. ICT educational resources

I need to.../ I need my students to...	I recommend using...
Create and edit infographics, posters, brochures, flyers, and other school media	
Create animations and explainer videos	  
Edit a video	 
Create comic strips	 
Create and/or answer interactive quizzes	   
Record a podcast	  
Find audiovisual resources	  
Find reading and writing resources	 
Use AI	  ChatGPT  NotebookLM

References

Ministerio de Educación (2019), Bases curriculares 3° y 4° medio. Mineduc

