

Online teaching methodology for adaptation to the new COVID-19 pandemic situation in the master's degree in teacher training at the Francisco de Vitoria University.

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Abstract

This paper develops the teaching method that is carried out in the subjects of Curricular Development and Didactics of Geography and History, within the University Master's Degree in Teacher Training for Compulsory Secondary Education, Upper Secondary Education, Vocational Training and Language Teaching, which is taught in the Francisco de Vitoria University. It is an institution whose form of teaching is mainly face-to-face and due to the COVID-19 pandemic was forced by confinement to transform to full online teaching at the end of the 19-20 academic year. Due to the second wave, this model has had to be lengthened and refined, since there are still restrictions on population mobility due to the state of alarm. At present combines blended education with online distance learning This paper explains how to work in the specialty of Geography and History through distance education, since the teacher lives in Avilés (Asturias) and the students are from Madrid. The learning methodology places the student at the center of the teaching-learning process through active, practical and collaborative work.

Keywords 1

Covid-19, Curriculum development, Didactics, Geography and History, online teaching, active methodologies.

1. Introduction

The coronavirus (Covid-19) pandemic has resulted in an unprecedented emergency that has affected the entire global industry, including education [1]. It has been calculated that, for example, in Great Britain universities may have suffered financial losses of € 2.75 billion [2].

Due to this, there have been changes in educational procedures around the world [3] [4]. One of the most affected topics has been the teachers' training. As a result of the closure of universities and schools, teachers and students had to quickly adapt from face-to-face teaching to completely online teaching. Due to this, the need arose to create learning environments for students which implied decisions, choices and adaptations in order not only to meet the expectations of the students but also

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with the requirements of teacher training under the conditions that they should have operate in both universities and schools [5].

Regarding the acceptance and management of this situation, for example, in the study by Nuere and Miguel [6] it was observed that in Spain after observing two universities that initially used different teaching methodologies, the university that used to hold online classes did not had almost any problems adapting to the new conditions, giving some issues to teach classes within the areas of fine arts, chemistry or electronics where there are usually laboratory practices, it was also observed that the quality of online teaching tools affected the quality of the teaching process.

By monitoring what all these changes entailed, Wang and Zhao [7] tried to follow up on the state of anxiety that could be generated by the students; In an online survey that was answered by 3,800 students, an increase in anxiety in the population can be seen after the appearance of the virus, showing higher levels of anxiety in medical students compared to the rest of students from other faculties, and also, greater anxiety was shown by women than by men. On the other hand, in reference to gender categories, a significant drop in the production of publications was observed in women, decreasing up to 50% in certain areas. This could be explained due to the family obligations arising from the lockdown in schools, having to take care of family tasks, adding to the workload [8].

Social networks have also been a powerful tool for the academic management of students, in the study carried out by Obaid Al-Youbi [9] they analysed the Twitter account of a university in Saudi Arabia; The results revealed that this Twitter account was a powerful and effective tool communicate messages about the precautions that students should take with the coronavirus as well as to remain academically productive during the pandemic, in addition, they helped to maintain positive attitudes among the students. By maintaining flexible communication and sending positive messages, a greater sense of belonging with the institution was also achieved.

On the other hand, in reference to the adaptation that different countries made to the pandemic, Taijun [10] in his study showed the situation in Chinese universities after the coronavirus outbreak. The "Education on the Internet" plan, which was developed in advance, was implemented in educational institutions, which included the organization of the online learning process, further plans for a comfortable return to face-to-face teaching considering the epidemic prevention procedure. It is also mentioned that one of the online education platforms in China gathered 400 million users on February 11, 2020; the use of other widely used platforms has also increased significantly. In general, it is highlighted that, due to previous preparation, Chinese education has not suffered major problems from the coronavirus pandemic and all classes were done with high quality standards.

In Poland Rizun and Strzelecki [11], conducted a study to investigate the influence of experience, enjoyment, computer anxiety and self-efficacy in students in reference to the acceptance they had with the change from classroom education to distance education during the lockdown due to coronavirus. Through an online survey that was answered by 1962 undergraduate and graduate students full-time and part-time, the results showed that the best predictor to observe the good acceptance of this sudden change in the learning paradigm was seen in the enjoyment they perceived using these methodologies, followed by self-efficacy. The perception of ease of use of technological tools and their usefulness were also good predictors of the attitude towards distance learning.

Using a strength, weakness, opportunity, threat (SWOT) analysis [12] an attempt was made to identify the approaches taken at various universities in the UK and the Republic of Ireland to teach anatomy lessons. The different government departments of education published guides for students and teachers [13] [14] [15]. The most used platforms that universities opted for their lectures were "Panopto", "Zoom", "Collaborate Ultra" and "Big Blue Button". The results were the following: fourteen universities provided information on the departmental response to Covid-19. 71% of universities praised the opportunity to create new online tools, 50% highlighted the existence of academic collaboration, and 29% highlighted working from home. Other opportunities arose such as the improvement of users in the use of new technologies (21%), the incorporation of blended learning (14%), development of an alternative examination method (7%) and free access to online resources (7%). As challenges, different types of problems arose, 57% expressed the time invested in replacing theoretical classes and face-to-face practices with new online methodologies, 50% had problems with the lack of being able to carry out face-to-face practices and 36% showed concern due to a reduction in

student engagement. They were also concerned about a possible change between the teacher-student relationship as the context and learning scenario changed.

From the point of view of the needs of teachers in their training to exercise good distance learning due to the pandemic, Carrillo and Flores [16] carried out a review in which they analysed 134 empirical studies. In these articles, social, cognitive and teaching factors were identified on the rest of the teaching practices. Within these approaches, within the social aspect, it was possible to highlight the factors of a sense of belonging, cohesion, an optimal level of presence in the class, moreover as a dynamic interaction and participation; In the cognitive factor, the need was found to expose concrete experiences, create a contextualization, generate a conceptualization, aside from a development of critical teaching practices, in addition to addressing pedagogical challenges; Within the teaching factor, the need for a pedagogical approach, the construction of a learning design, and the need for the teacher to act as a facilitator could be identified. The ability of teachers and students to participate affectively in relationships was shown to be essential for meaningful distance learning experiences. The interaction of components of a cognitive and teaching nature was crucial to ensure the impact of teaching and learning.

Another circumstance that has been crucial for the correct educational management during the pandemic are the lack of resources and poor internet connections suffered by students from certain countries such as India, Iraq, Iran, Syria and countries on the African continent, delaying or interrupting their teaching processes [17].

Robert Franek, editor-in-chief of *The Princeton Review* and author of 'The Best 385 Colleges' stated that we can never unlearn the things we have learned in recent months during COVID-19 [18]. Looking ahead, beyond the crisis that the coronavirus pandemic has caused, many educators have declared that they will incorporate aspects of virtual learning with technology into their teaching and learning methods [19] [20].

Effectively evaluating the changes and results that studies have produced in such a short space of time in the face of this situation that has been caused by COVID-19 is difficult to understand with a single article and will require more research on the positive and negative effects, methodologies, social relations, evaluation, etc.

In the case of Spain, in March a state of national alarm was decreed that included the suspension of face-to-face classes at the different educational levels, including universities, some of which had already cancelled face-to-face classes before due to the increase in coronavirus cases among the Spanish population.

This situation meant having to adapt in record time to a new form of online teaching since, although most Spanish universities have had platforms for a long time, in many cases their use was restricted to uploading / downloading documentation, delivery of activities or sending notices to students, not being used as a true learning tool [21]. Thus, the main characteristic of this change in modality lies in the fact that the adaptation to remote teaching that has had to be done in the different Spanish universities face-to-face due to the supervening pandemic is not the same as the online teaching previously established by some universities as UNIR, that is to say, universities in which teaching from its conception is specifically designed as teaching in online mode [22]. This is due, among other reasons, to the fact that achieving good practices requires time that did not exist when face-to-face classes were suspended without prior notice. Therefore, unlike the experiences planned from its origin as online, the remote emergency teachings sought to quickly provide a face-to-face training that had been interrupted, but with the intention of being something temporary, returning to its format initial after the crisis [23].

In response to the required change, some Universities developed manuals that addressed the main points to consider for teaching. Thus, the University of Zaragoza drew up a guide for non-face-to-face teaching and online assessment in which aspects such as the need to modify continuous assessment, global assessment tests or virtual internships were addressed [24]. The problem with these guides is that the guidelines had to be brought into the classroom by the teachers, who in the end have been the ones to whom all the most direct adaptations have fallen. Thus, different teachers from all over Spain were forced, in a totally unforeseen way, to start using Zoom, Google Meet or Microsoft Teams, among others, to be able to teach their classes, also having to adapt their materials for this new way of teaching [25].

As indicated by García-Planas and Taberna-Torres [26], one of the fundamental aspects in online teaching is the interaction between teachers and students, since significant learning of the subject must

be guaranteed taking into account the lack of presence and the fact that communication will sometimes be asynchronous. These same authors point out that, based on the general indications established in May 2020 by the Polytechnic University of Catalonia (UPC), all the ATENEA tools were used in all studies at this University (Moodle adapted to the UPC) such as chat, forums, virtual tutorials, attendance controls, and so on. Similarly, at the UPC, Google's G Suite began to be used as a collaborative way of working in real time, thus allowing simultaneous sharing and editing of documents between different people, meetings through Google Meet, or bots for scheduling tasks, among others. Regarding teaching as such, according to the professor, he alternated between leaving material available on Athena and live classes on Google Meet. Similarly, with regard to activities, activities were included on the Atenea platform, or workshops were carried out through Google Meet. Despite all these tools, the authors indicate that for teachers, managing groups online is more complicated and requires more time because it is not as immediate as in the classroom, and for students the beginning of the change was hard and that the collaborative activities were difficult for them.

In relation to the problems detected between students and teachers in this express transformation of face-to-face teaching, Cabero-Almenara [27] points out the inequality in access to the internet and digital resources of students, besides as the lack of digital competence in part of teachers such as main difficulties detected. In fact, in a survey carried out at the University of Navarra [28], in which the adaptation was translated into online sessions, discussion forums and uploading of documentation and assignments through the virtual classroom, the teachers stated that they saw it necessary to receive didactic training to teach quality classes in virtual environments despite the fact that the majority of students (82.8%) were satisfied with the non-face-to-face teaching received. As a result of this survey, the University decided to organize a three-week training course in which almost 80% of its faculty participated. It should also be noted that, in the aforementioned survey, teachers had stated among their main problems when teaching from home the need for greater dedication and difficulties for family reconciliation, insufficient means and greater difficulty in coordinating with other teachers. On the other hand, the students pointed out among their problems, in addition to the lack of technical means, the complexity of the exams, the workload in some subjects versus the absence of classes in others, and the lack of planning for classes and exams.

Previously, reference has been made to the wide satisfaction detected among the students of the University of Navarra among its students, but it is necessary to point out that there are other studies / universities in which the student's responses would contrast with the result of the previous study. Gil-Villa, Urchaga-Litago and Sánchez-Fernández [29] carried out a study among 872 students from 47 different degrees from 43 different face-to-face Spanish universities and their results indicated that, despite the fact that the number of students with great difficulties in maintaining the pace of virtual teaching, students in general were not "at all satisfied" with the virtual education received.

Returning to the topic of how the adaptation of teaching has been carried out during the pandemic, we find a concrete example of this in the Economics classes of Javier Cifuentes-Faura of the University of Murcia who started to work in small groups the following resources in their online teaching: uploading material once a week to Google Drive, virtual password by Google Meet twice a week, two weekly videos on YouTube, a weekly forum on Slack and sending a weekly email informing about the contents, all of this with the intention of reviewing both the theoretical contents and carrying out practical activities. Based on the results observed and the interviews carried out with the students, the author indicates, in line with what has already been indicated, that the students agreed with the increase in the workload of many teachers, that not all teachers taught online and that adaptation had not been easy. Regarding the teacher's own vision, he agrees on the need for adaptation and differentiated preparation with respect to what is done in face-to-face classes, not being able to limit his work to producing videos explaining the syllabus and sending assignments [30].

Other adaptations have been made throughout Spain by the different universities, degrees and subjects. Thus, by reference to another case in the course of Methodology Archaeological in the Degree of History of the University of Valencia [31], once the face-to-face classes were suspended, they also worked in a virtual classroom thanks to which the Flipped Classroom pedagogical approach was established with classes and online tutorials. In this case, the software used for video conferencing was Blackboard Collaborate Ultra (BCU), integrated into the virtual classroom and allowing adding files, sharing applications and using a virtual whiteboard to interact. Specifically, the way of working consisted of 60-minute classes / tutorials in which 40 minutes were dedicated to exchanging ideas

among students for carrying out activities, with the teacher acting as moderator and guide, offering help and feedback. In addition, during the teaching-learning process, different materials such as MOOCs, presentations or Kahoot were used. As a result of these adaptations, the authors concluded that online platforms do not allow student motivation as in the case of direct interaction in the classroom, but that students who had fallen behind had been recovered.

As we can see, starting from the same problem (suspension of face-to-face classes) and with technology as the basic solution, starting with tools that were already available in universities. These are the decisions that can make the difference between doing the same online lectures as in face-to-face or going further and achieving a true inclusion of the students in the teaching-learning process and don't just be a viewer of a real-time video conference or pre-recorded video.

2. The experience at UFV: from face-to-face teaching to virtual experience due to the COVID-19 pandemic

This article presents the experience with the Francisco de Vitoria University (Madrid), a 100% classroom-based university that, due to the COVID-19 pandemic, had to transform itself into online teaching. Now, in academic year 20-21, teaching at UFV can be defined as hybrid, although in the case of the article it is being completely remote.

In the next sections, it is explained how the teaching work is in the university Master's Degree in Teacher Training for Compulsory Secondary Education, Upper Secondary Education, Vocational Training and Language Teaching, in the specialty of Geography and History, in the subjects of Curricular Development and Didactics. This specialty is aimed at future teachers who teach in Compulsory Secondary Education and Baccalaureate in the subjects of History, History of Art and Geography.

2.1. Course platform

The platform used by UFV for academic year 20-21 is CANVAS. During the month of July and September, courses were held for teachers to familiarize them with their employment. Apart from these initial courses, there are currently other ongoing training courses open with the platform: Virtual-Lab UFV, Growing with CANVAS (4th ed.) And How to prepare my subject in Canvas? Postgraduate.

In the global navigation bar of CANVAS, you can access several sections, the ones used for the development of the teaching work are exposed:

- "Board": in which the published courses appear, both those focused on teacher training, also those corresponding to the subjects themselves and other special ones such as virtual access to the Library.
- "Courses": this is a folder through which you can access the same tabs as in the previous section.
- "Groups": In the case in question, it does not have functionality, although later it is worked in groups.
- "Calendar": this indicates important dates such as delivery of activities, evaluations, exams, virtual classes.
- "Inbox": this is the platform email with which we can communicate with students.
- "History": record and keep all the activity we have had on the platform.
- "Studio": saves the videos that we have prepared for short master classes or information pills to explain activities or clarify doubts by students.

From the global navigation bar, in the "Board" section, you can access the contents of the two subjects. Within each subject several sections are displayed. The ones that are used assiduously are described below, although some more:

- "Home page": it works as a cover page and it shows the full name of the subject, name and surname of the teacher with the corporate email.
- "Announcements": it is a board on which the teacher posts news, upcoming class schedules, explanatory announcements, attached educational material in various formats and accesses, and so on.

- “Tasks”: in this section the activities of the continuous assessment in the classroom are developed and explained, the dates on which it is available and on which the delivery must be made, along with a small rubric and the value of the task (10).
- "Discussion forums": forum in which all students can participate and interact with the teacher for any topic they deem appropriate in the subject.
- "Qualifications": within this are all the students with the associated continuous assessment activities and divided into sections to put the grade for the tasks (0-10), with the possibility of sending them some feedback on them.
- “People”: all the students appear here, from this section you can organize the groups of students: you can create groups, give them names, transfer students manually from one group to another, etc.
- "Files": within this file, all the files that are necessary for teaching the subject are uploaded: the texts of the activities, important documents in PDF, Word, etc., the teaching guide and whatever is deemed appropriate before the beginning of the subject and in its development.
- “Course program”: in which the work dynamics that are intended for the success of all students in the subject are exposed.
- “Rubrics”: the rubrics are detailed for each activity that must be carried out in the subject.
- “Blackboard Collaborate”: it is the tool with which virtual face-to-face classes are developed. Like all these types of resources, it has chat, to upload files, presentations, give microphone and camera to all students and record the sessions.

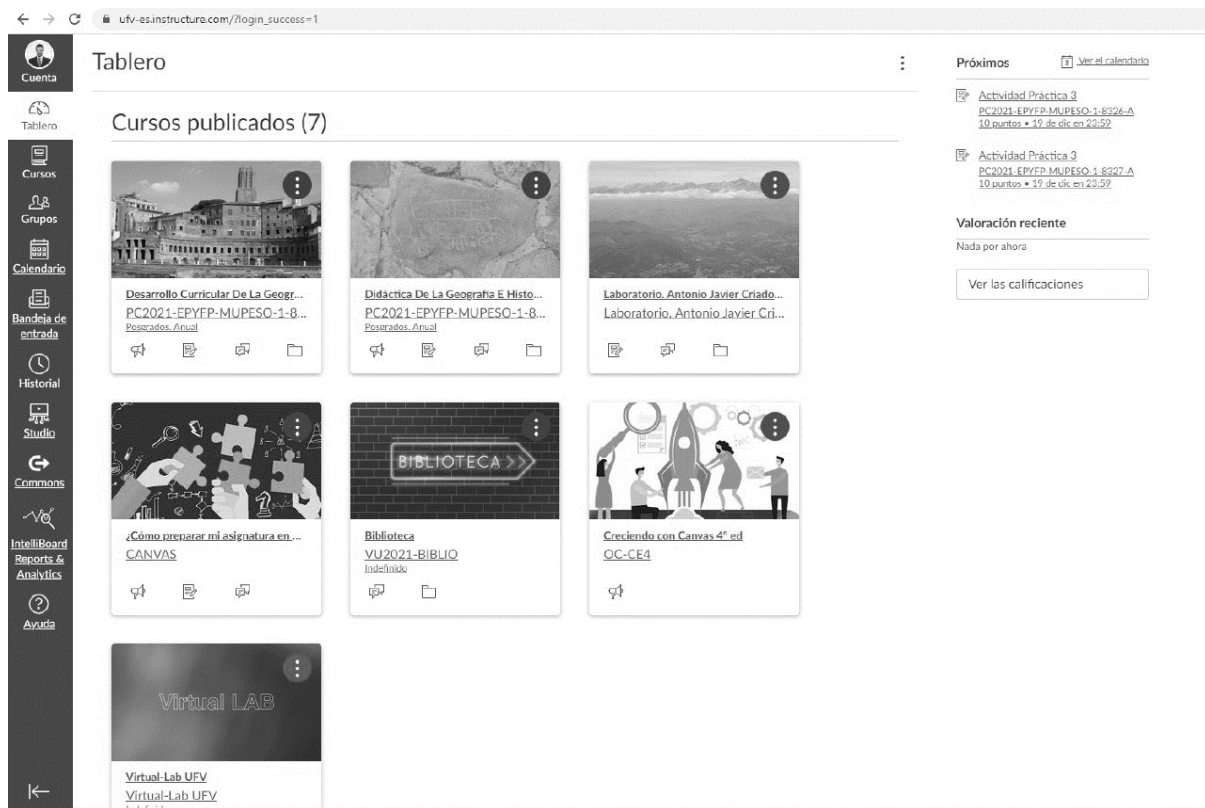


Figure 1: UFV Learning Management System.

The screenshot shows the LMS interface for the course 'Desarrollo Curricular De La Geografía E Historia(A)'. The main content area displays the course title, the professor's name 'Antonio Javier Criado Martín', and his email 'antoniojavier.criado@ufv.es'. Below this, there is a section for 'GUÍA DOCENTE' (Teacher Guide) with the text 'En la guía docente podrás consultar la información general de la asignatura' and a 'HORARIO TUTORIAS' (Tutoring Schedule) section with the text 'Solicitud a través del email'. The left sidebar contains a navigation menu with items like 'Inicio', 'Anuncios', 'Tareas', 'Foros de discusión', 'Calificaciones', 'Personas', 'Páginas', 'Archivos', 'Programa del curso', 'Competencias', 'Rúbricas', 'Evaluaciones', 'Módulos', 'Colaboraciones', 'Nuevas analíticas', 'Chat', 'Studio', 'Office 365', 'Attendance', 'Badges', 'LockDown Browser', and 'Blackboard Collaborate'. The right sidebar contains a list of actions: 'Importar contenido existente', 'Importar desde Commons', 'Elegir página de inicio', 'Ver flujo de información del curso', 'Lista de comprobación de la configuración del curso', 'Nuevo anuncio', 'Vista del estudiante', 'Nuevas analíticas', and 'Ver notificaciones del curso'. At the bottom right, there is a 'Próximos' (Upcoming) section with a calendar icon and a link to 'Ver el calendario', and a 'Actividad Práctica 3' (Practical Activity 3) section with a link to 'Actividad Práctica 3' and a note '10 minutos • 12 de dic. en 23:55'.

Figure 2: UFV Learning Management System.

2.2. Practical case: practical experience with the subjects of Curricular Development and Didactics of Geography and History

2.2.1. Context

The subjects of Curricular Development and Didactics of Geography and History are framed in the Master's Degree in Teacher Training for Compulsory Secondary Education, Upper Secondary Education, Vocational Training and Language Teaching, within the specialty of Geography and History. It enables and is focused on future teachers who will teach at the educational levels of for Compulsory Secondary Education and Upper Secondary Education in the subjects of History, History of Art and Geography.

2.2.2. Recipients

The students who enter this specialty come from the degrees of History, Art History, Geography and Humanities. There is some case in which it comes from another specialty through a bridge test. There are three cases of Journalism, a student of Literature or another student of Marketing.

Due to the foregoing, a heterogeneous group can be considered both in training and in age range. In addition, among the nationalities, apart from the Spanish, we find the Chilean and the Mexican. The class group is made up of a total of 21 students.

2.2.3. Objectives

Prepare students for their professional future as teachers of Compulsory Secondary Education and Upper Secondary Education in the subjects of History, History of Art and Geography, in a practical, active and collaborative way, where work in virtual classes and interactions on the platform teach them

serve for their future professional practice, for opposition processes, facing the final exam and for the preparation of the Final Master's Thesis, in which they must develop an ideal intervention proposal in the classroom.

2.2.4. Presentation of the subject

According to the teaching guide "The subjects of Curricular Development and Didactics of Geography and History uses a practical, active and creative method, by combining practical and active teaching models, methods and methodologies in a collaborative way in groups. It is about learning to handle the legislation and the subject matter of Geography and History in a simple and accessible way, developing educational proposals based on it in an original, creative way, from inventiveness and imagination, avoiding rote learning by doing it in a useful, working simulations on tasks and problems that they will have to face as teachers in the classroom in the immediate future, learning to work as a team with our classmates and putting the student at the centre of the teaching-learning process.

2.2.5. Online tools for virtual classroom lessons

For the development of the online classes, two tools are used: one within the CANVAS platform, which is the BlackBoard Collaborate, and the other external, which is Zoom. The latter, although it allows organizing groups and being able to go through them, because the UFV still does not have unlimited access to the tool, for basic users, meetings of more than 40 minutes cannot be held. has been able to use. In the cases that have occurred so far, the BlackBoard Collaborate has been used, which allows students to use audio and video and share, for example, presentations of the work and activities they have carried out in groups.

The other tool, to prepare audio-visual material, is Studio, which is used to record small lectures, approximately 10/15 minutes long. It is also used to present small explanatory pills of the continuous assessment activities and for other extra videos that the teacher deems appropriate to record to: reinforce knowledge, clarify doubts that may have arisen in the virtual face-to-face class, in the forum or by mail of the platform, explanation of the exam, etc., so that all students have access. This video is posted in the "Studio" section itself within each subject. Students can also record videos with this tool and upload them, provided they have the permission to do so.

2.2.6. Virtual face-to-face classes

The students of this Master must attend class on Fridays from 4:00 p.m. to 9:00 p.m. and Saturdays from 9:00 a.m. to 2:00 p.m. The sessions are three at 1:30 " on Friday and the same on Saturday. The subjects of Curricular Development and Didactics of Geography and History are not taught every weekend. Until now, teaching has only been carried out on the weekend of October 23 and 24 and November 27 and 28, 2020.

Model, method and methodology.

Model The educational process in this subject is based on a completely practical model, placing the student at the centre of the learning process; active, since it works in the resolution of cases by groups; and useful, because what they have worked on prepares them for their professional future as teachers, if they want to present themselves to opposition processes to the teaching staff or, also, to prepare the final exam for the subject and the Master's Thesis.

Method and methodology: several methods are combined and developed, which will later be seen how they are specified in the activities that the students must carry out. These are the flipped classroom, case studies, problem-based learning, and thinking-based learning, all with collaborative work. The flipped classroom with the case study and problem-based learning occurs with the statement of an educational problem that must be solved in groups in a collaborative way at home before attending face-

to-face classes. Because there is no single answer to the problem, this being the result of the intellectual and creative work of the group members, learning is based on thought.

Development of class.

The virtual face-to-face classes are from 1 h30, with three sessions on Friday, in the afternoon, and three on Saturday, in the morning. Students access the virtual classroom of BlackBoard Collaborate, after preparation and appointment in the virtual classroom for the session by the teacher on the CANVAS platform.

The 21 students are divided into six groups, three of three members and another three of four components. The names of the groups have to do with Greek and Roman mythology: Group Athena, Bellona, Castor, Diana, Eaco and Phoebus Apollo. With the material prepared at home, responding to the problems proposed, the groups prepare oral presentations to show the rest the conclusions they have reached. After each presentation there is a question and debate time and, when all the presentations are finished, there is a pool of ideas. Finally, as an activity that ends the activities of that weekend, some of the theoretical proposals of the groups are specified with the development of didactic material using tools, resources and digital platforms, the result of the search for them, together with some proposals by the teacher such as Mindmeister, Padlet, Socrative, Educaplay, etc.

The dynamics are the same for the following weekend sessions, but the contents vary to cover the three disciplines of the specialty: History, History of Art and Geography. Below are two exemplary cases that are presented for resolution by the groups. The first is from the subject of Curricular Development of Geography and History and, the second, from Didactics of Geography and History.

Example Curricular Development of Geography and History.

Activity 2 (Curriculum Development).

Pedro is a Compulsory Secondary Education teacher in the specialty of Geography and History. You must develop the entire didactic program. We are going to help you start with the first didactic unit that makes up Block 3 "The History" by developing a proposal on "Prehistory" (Royal Decree 1105/2014, of December 26, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate), using an innovative methodology. This didactic unit must contain the following points (between 5 and 8 pages maximum):

- Contextualization.
 - Contents.
 - Evaluation criteria.
 - Learning standards.
- Activities and timing (10 - 20 sessions).
- Evaluation of the methodology (why was it chosen? How does it favour the teaching-learning process of this subject? What possible advantages and disadvantages does it present?).
 - Resources (human, spatial, material and digital).
 - Evaluation procedure and instruments (conceptual, procedural and attitudinal).
 - Evaluation of the proposal.
 - Preparation of the SWOT matrix.

Didactic Example of Geography and History.

Activity 2 (Didactics).

In this activity, educational proposals will be developed for the content blocks of the subjects of History of Spain, Geography and History of Art, of 2nd year of Baccalaureate, with the aim that our students face the University entrance exam with guarantees, always using innovative methodologies of free choice and cooperative work in groups. Four didactic proposals should be prepared, based on the free choice of learning standards, for each second block of content of each subject, present in ORDER ECD/1941/2016 that regulates the evaluation of the Baccalaureate for access to the University (between 2 and 4 pages maximum):

The teacher's role in these classes is that of guide: he monitors the groups' presentation interventions so that they do not overspend (between 15 and 20 minutes per group), question and debate time, together

with the sharing of ideas, offering their own contributions, many from their own experience. When the classes finish, he collects the proposals of all the groups, corrects them and sends them to the groups with a feedback about their strengths and points for improvement. In addition, the students upload their work to CANVAS in the section of the subject "Tasks".

These dynamics of activities in class have several objectives: to prepare students for their future teaching work by proposing practical cases; handle the legislation in a practical way without the need to memorize it, through these cases; know how to prepare for exams for the teaching staff Training for Compulsory Secondary Education, Upper Secondary Education and for their immediate future in the Master, which is the final evaluation of the subject and the preparation of the Master's Final Project.

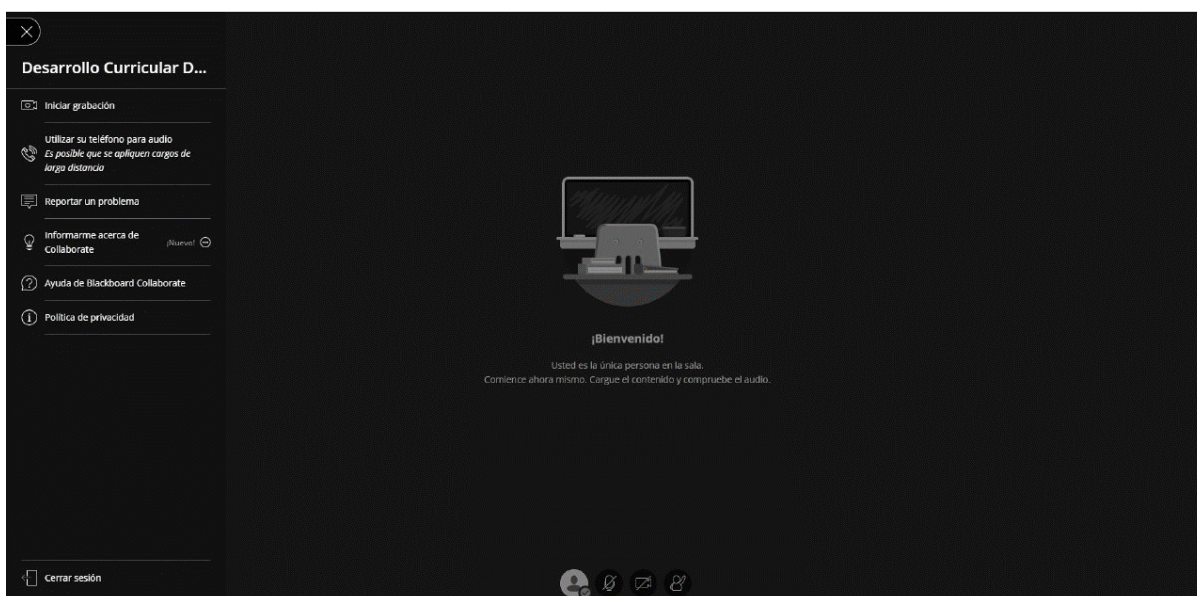


Figure 3: UFV BlackBoard Collaborate.

2.2.7. Evaluation

The evaluation is set by the UFV in teaching guides. Next, the evaluation system of the two subjects is presented:

Curriculum Development of Geography and History:

The student must prepare and present a complete teaching program of the subject of the course assigned by the professor. In the individual and group works proposed, compliance with the guidelines established to elaborate them, the rigor and coherence of the contents, the creativity with which it is approached, and the careful writing will be assessed: 90%.

Participation in activities and expressed attitude 10%.

Didactics of Geography and History:

The student will develop an individual work that will account for 65% of the grade and that will consist of the simulation of at least one class in real time of subjects of Geography, History and Art History of Compulsory Secondary Education, Upper Secondary Education.

This oral test will be face-to-face and evaluated through a rubric previously presented to the student and published in the Virtual Classroom (50% peer evaluation and 50% evaluation by the teacher).

The student will write a work in which they will collect the contribution of what they have learned in the design and realization of the class, together with the documentation used for the micro-teaching session. This work will represent 25% of the grade.

Active participation of the student will mean the remaining 10% of the grade for the subject.

3. SWOT Analysis

Helpful	Harmful	Opportunities	Threats
Students have immediate access from home, any day at any time, to all resources: library, forums, didactic materials, educational videos, syllabus, etc., and they can set the pace of learning.	There is no physical interaction between students and teacher: expressions, voices, etc.	Access to all learning material from home.	The very likely continuation of the pandemic situation that prevents returning to face-to-face classes.
They can interact through various channels with colleagues who participate in online training, being able to meet physically to work because they reside in Madrid.	Resources for students to work online may be limited: not having good access to the internet, microphone, web cam.	Inclusive training: adaptation to people with disabilities and with very different personal circumstances.	Greater investment to develop a network of own platforms that provide global digital support in virtual learning environments.
It encourages synchronous communication in class and asynchronous in the forum or through the tutor with the teacher.	Teachers and students who were going to attend 100% face-to-face training and who do not like or feel comfortable with distance training.	Possibility for the UFV to open a new path with a future such as distance learning, being able to include students from all over Spain and abroad.	Online teaching has positioned itself at the level of face-to-face teaching, as it has been able to respond to an extraordinary and serious situation, which must lead to further readjustments in the teaching-learning process: it cannot be taught and evaluated the same as before.
Improves the ability of students to adapt to new situations, leaving the comfort zone and developing an active role.	Students with a focus on traditional teaching in which they have a passive role.		
	Lack of digital skills.		
	Higher workload on the part of teachers.		
	Coordination and collaboration with other teachers.		
Previous experience as a teacher at UNIR for a good development of the online teaching-learning process.	Teachers may want to do in the virtual lectures the same methodologies as in face-to-face classes.		
	The teaching guides are strict to innovate		

Active learning based on real educational situations.	in the evaluation: the teacher does not decide the percentages of the subject.
Group work: motivating, promoting teamwork and social skills.	
Individual work: creativity, innovation, flexibility, teaching learning.	

Strengths

Students have permanent access to all the subject material on a single platform, being able to interact at any time with other classmates and the teacher through the forum, promoting synchronous and asynchronous communication in class. In this way, they can also set their own pace in the teaching-learning process.

Unlike in the online unimodal universities that their students from all over Spain and abroad, at the UFV all students reside in Madrid, with the corresponding security measures, the group work proposed in the subjects can be done together physically because they are small groups.

This new situation has improved their ability to adapt to new and unforeseen situations, not only due to the transition from face-to-face training to online, but also because the methodology used is new for them, accustomed to a passive role where the transmission of the knowledge is one-way, individual and closed.

My previous experience as a professor at an online unimodal university has allowed a smooth development of the online classes, the use of the platforms and the creation of didactic material for the classes. The educational method proposal is also produced by previous experience in online training, promoting active, practical and collaborative learning in groups to solve real educational problems.

Group work is positive, motivating and fosters social skills that are necessary for their future teaching work, in which they will have to coordinate with the professors of their department and others. Collaborative work also favours personal initiative with innovative and creative proposals.

Weaknesses

The absence of physical interaction with the students causes that perception of whether they are attentive, bored, motivated, or distracted is lost. Although the BlackBoard Collaborate or Zoom platform allows you to see and hear them, it is not enough to receive complete feedback.

They are students who have enrolled in a face-to-face university and want face-to-face teaching; thus, they are reluctant to this type of training imposed by the pandemic and are not comfortable. Although these are students of high socioeconomic status, having no previous experience, in many cases, in online training, they may have different accesses to the material necessary for this type of teaching such as adequate microphones, web cameras with a good resolution, etc.

Regarding the practical and active method that is presented to them in the subjects, at the beginning they are lost, they leave the comfort zone of the notes, the master class, studying and passing the exam. Even if they don't like that routine, it is the routine they know and where they feel comfortable. Practical

learning processes, without notes, with open resolutions based on the creative intellectual effort of the group, problem-based learning, etc. These methodologies make them uncomfortable.

The new situation of pandemic and confinement led to a greater workload for teachers, difficulties for family conciliation, difficulty in coordinating with other teachers. It is also important to consider the possible lack of digital skills.

The evaluation with its percentages is given from the university, with which the professor does not have the capacity to innovate within it, although freedom is given in how to impart the contents. It is at this point where the teacher can implement a series of active and practical methodologies.

Opportunities

Access to all resources, documents, library, videos with teacher's educational pills, etc. from home and at any time makes them able to manage their rhythm of life and that of their training. The way in which they work on the subjects, with real situations that they will have to solve as teachers, prepares them for their future teaching work and more immediately for the evaluation of the subject and the Final Master's Project

Access from home to online training allows people with all kinds of difficulties to have access to higher education, which, in person, with fixed hours and physical access, they could not have due to time and personal circumstances.

This new situation that has been experienced with the pandemic opens the Francisco de Vitoria University the opportunity to promote distance training, opening and developing new ways of accessing university training.

Threats

It is very likely that the pandemic situation lasts for a longer time, with which it will not be possible to return to normality of face-to-face classes. It should be remembered that the type of students in this work did not enrol in distance education. Due to the coronavirus pandemic, the university will have to invest resources in improving the experience of students and teachers, creating their own virtual learning environments, relying as little as possible on external platforms, sometimes problematic.

Online teaching was experiencing significant growth, still lagging face-to-face training. Faced with the Covid-19 pandemic situation, the online training centres had no problem in continuing to function normally, while the face-to-face ones had a diverse response. For this reason, they must adopt this new reality as something normal, having to make permanent changes in their teaching-learning and evaluation processes, which can no longer be the same.

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