

DIGITAL EDUCATIONAL RESOURCES PLANNING AND CHECKING FORM

INNOVATION AND EXCELLENCE LABORATORY - LABINNOVA

ITEM	ITEM NAME	DESCRIPTION	CHECK/teacher observations LABINNOVA
1	Name of resource	Have Fun Discovering Professions with “To Be”	X
2	Gamified Resource	The gamified resource 'Have Fun Discovering Professions with “To Be”' is designed to engage and motivate students in an interactive and fun way. Through this game, students will learn the verb forms of 'to be' and vocabulary related to various professions, while enjoying a dynamic experience. As they progress, they will be able to earn points, prizes, and rewards, making the learning process even more entertaining and rewarding.	X
	Digital Educational Resource	Gamified digital resource.	X
3	Problem to be solved	Students do not use the verb “to be” correctly when describing professions, leading to confusion in sentence structure and meaning.	X
4	Purpose of the Resource	Explain in a clear and accessible way the correct use of the verb "to be" in the context of various professions through interactive activities, such as engaging in online games, that allow students to practice and reinforce their understanding of sentence structure and vocabulary.	X
5	Resource Learning Objective	<ul style="list-style-type: none"> The student will be able to correctly identify the verb "to be" in sentences related to various professions. 	X

		<ul style="list-style-type: none"> The student will be able to use the verb "to be" accurately when describing different jobs and roles, enhancing their fluency in English. 	
6	Academic and disciplinary content proposal	<p>The resource will include the following academic and disciplinary content:</p> <ul style="list-style-type: none"> - Grammar: Verb "to be." Detailed explanation of its use and forms (am, is, are), as well as its conjugation in the present tense. - Vocabulary of professions: Introduction to various names of professions, such as doctor, engineer, teacher, artist, lawyer, among others. - Sentence structure: Instructions on how to form simple sentences using the verb "to be" in the context of professions. For example: "She is a teacher." - Contextualized practice: Interactive exercises that allow students to apply what they have learned in real situations. 	X
7	Proposal of multimedia resources (videos, images, audios, among others).	<ul style="list-style-type: none"> - Illustrative images: Illustrations or infographics depicting people in various professions, accompanied by sentences using the verb "to be". - Interactive games: Gamified activities where students can drag and drop words to form correct sentences or complete sentences. 	X

		Interactive quizzes where situations are presented, and students must choose the correct answer about the use of the verb "to be" in different professional contexts.	
8	Learning Strategy	<p>The learning strategy will focus on the use of gamified activities to facilitate the understanding and use of the verb "to be" in the context of professions. Interactive and participatory methods will be used to allow students to practice in a dynamic way. This strategy includes:</p> <ul style="list-style-type: none"> - Game-based learning: This strategy consists of using games and playful dynamics to promote learning and the development of skills in students. -Immersion in real contexts: Exercises that place the student in situations where they must use the verb "to be" to describe professions. -Spaced repetition: To ensure retention of the correct use of the verb "to be", activities that repeat this concept in different ways will be included. -Immediate feedback: Each activity will provide instant feedback, reinforcing correct answers and indicating improvements when there are errors. 	X
9	Learning activities	Learning activities will include various games and challenges to practice using the verb "to be" with professions:	X

		<p>Games: Students relate the names of the professions with the image that represents them, this will help them associate vocabulary.</p> <p>Selection questions: Activities where the student will select the correct form of the verb.</p> <p>Organizing negative sentences: Exercises where students will organize words to form negative sentences.</p> <p>Forming questions: Activities that will challenge the student to use the verb "to be" to formulate questions.</p> <p>Motivational feedback: After each correct activity, students will receive positive messages. In case of errors, they will receive encouraging comments and suggestions to correct them.</p>	
	Challenges, games, questions, among others	<p>- Game: Select the image that corresponds to the name of the profession-</p> <p>- Questions: Select the correct verb "to be": Students will choose the correct form of "to be" to complete sentences like "I _ a doctor." Choose the related image: After completing the sentence, they will select the corresponding image of the mentioned profession (e.g., a doctor, a teacher).</p>	X

		<p>- Challenges: Organize negative sentences: Students will arrange words to form negative sentences, such as "I am not a teacher."</p> <p>- Form questions: In the final stage, they will choose the correct verb "to be" to create questions, like "Are you a nurse?"</p>	
	Feedback in line with content and purpose	Each stage will include clear instructions to guide students. Upon completing each task correctly, they will receive congratulatory messages, such as "Well done! You've completed this stage." If they make a mistake, they will be encouraged with messages like "Keep trying. Give it another shot," along with suggestions for improvement.	X
	Interactivity	Each stage will be fully interactive, utilizing elements like buttons, drag-and-drop activities, and image selection. This will promote dynamic and engaging learning, keeping students involved throughout the process.	X
	Target audience	This resource is designed for elementary school students in lower grades and those validating their education, focusing on helping them learn the verb "to be" and vocabulary related to professions.	X

Student's name(s)	<ul style="list-style-type: none"> • Adriana Lucia Aguirre Reyes • Ana Cristina Bedoya Ocampo • Olga Vanesa Díaz Hernández • Laura Natally Bernal Vasquez • Alix Yulitsa Sanchez Perea
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Bachelor's Degree	LILEI
Course(s)	518018
Support Teacher	Luis Miguel Murcia

Instructions for filling out the form:

1. **Name of resource:**
 - Provide a clear and descriptive name for your educational resource.
2. **Gamified Resource / Digital Educational Resource:**
 - Specify whether the resource is gamified or a digital educational resource.
3. **Problem to be solved:**
 - Describe the specific problem or educational challenge that this resource aims to address or solve.
4. **Purpose of the Resource:**
 - Clearly state the overall purpose or objective of creating this educational resource.
5. **Resource Learning Objective:**
 - Define the specific learning objective(s) that students should achieve by using this resource.
6. **Academic and Disciplinary Content Proposal:**
 - Outline the academic or disciplinary content that the resource will cover. Include key topics or subjects.
7. **Proposal of Multimedia Resources (videos, images, audios, among others):**
 - Detail the multimedia elements that will be incorporated into the resource to enhance learning (e.g., videos, images, audios).
8. **Learning Strategy:**
 - Explain the approach or strategy that will be used to facilitate learning through this resource. Consider instructional methods and pedagogical principles.
9. **Learning Activities:**
 - Provide details for each component:
 - **Challenges, games, questions, among others:** Describe specific challenges, games, or questions that students will engage with.

- **Feedback in line with content and purpose:** Outline how feedback will be provided to students, ensuring it aligns with the content and educational purpose.
- **Interactivity:** Describe how the resource will encourage interactive engagement from students.
- **Target audience:** Specify the intended audience or recipients who will benefit from using this educational resource.