

	FORMATO DE DIARIO DE CAMPO INMERSIÓN – INVESTIGACIÓN		
	ESCUELA DE CIENCIAS DE LA EDUCACIÓN		

Fecha:	29/03/2025	Informe No.:	3
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1. INFORMACIÓN DEL ESTUDIANTE

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2. INFORMACIÓN DEL ESCENARIO DE PRÁCTICA

Nombre o razón social:	Institución Educativa Técnica Joaquín París		
Representante legal:	Maria Jomny Achury Triviño		
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Sesión de trabajo y tema a desarrollar	Verb to Be		

3. INFORMACIÓN DEL PROFESIONAL EXTERNO QUE ACOMPAÑA LA PRÁCTICA:

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4. INFORMACIÓN DEL DOCENTE DE ACOMPAÑAMIENTO UNAD:

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PROPÓSITO DE LA ACTIVIDAD	
The purpose of this lesson was to enable students to use the verb “to be” to identify and mention places and occupations in simple spoken and written sentences. The session was designed to develop their ability to form affirmative, negative, and interrogative structures with this verb, while also introducing vocabulary related to jobs and common places. Interactive activities were incorporated to support the development of listening, speaking, reading, and writing skills.	
CONTEXTO DE IMPLEMENTACIÓN	
The class was implemented at the Joaquín París Technical Educational Institution, located in Ibagué, Tolima. Group 3-1 of Cycle 3 consists of 26 adolescent and adult students between the ages of 15 and 25, most of whom come from socioeconomic strata 1, 2, and 3. The learning environment is inclusive, interactive, and encourages student participation. The classroom is spacious, well-lit, and ventilated, allowing for comfortable work using both traditional and digital resources. This favorable setting supports the use of gamified and technological tools to make learning more engaging and relevant for adult learners.	
FASES DE PLANEACIÓN DE LA ACTIVIDAD A DESARROLLAR EN EL CONTEXTO DESCRITO	
• Presentation Stage • Practice Stage • Production Stage	
DESCRIPCIÓN DEL DESARROLLO DE LA ACTIVIDAD PLANEADA	
Describir el momento inicial	The session began with a brief greeting and a check-in where students were encouraged to respond to the question “How are you today?” using adjectives such as happy, tired, or fine. Attendance was taken, and the lesson objective was introduced both orally and in writing: “Today, we will learn how to use the verb ‘to be’ to talk about occupations and places.”
Describir el desarrollo de la sesión o proceso	To activate prior knowledge, the teacher introduced a short quiz using the platform Educandy. Students had to select the correct form of to be (am, is, are) in simple sentences. This created a fun, relaxed introduction to the topic and helped students recall previous learning. Next, students practiced sentence construction through a Wordwall activity where they had to arrange words into complete sentences, such as: “He is at the hospital.” or “She is a teacher.” The class worked individually and then discussed the answers together. The teacher provided support and corrected common errors, particularly with subject-verb agreement. In the production stage, students participated in a group Kahoot quiz with questions related to jobs and places, reinforcing sentence structures and vocabulary. Afterwards, they completed a short speaking task where each student shared two sentences about people they know, for example: “My father is a mechanic. He is at work.” This allowed them to apply the lesson content to real-life situations.

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Describir las estrategias didácticas desarrolladas por el docente en formación y cómo éstas favorecen la apropiación y el aprendizaje de los fundamentos disciplinares trabajados	The teaching strategies included the use of digital tools, guided grammar practice, peer interaction, and real-life application. Platforms like Educandy, Wordwall, and Kahoot made grammar learning more dynamic and enjoyable. The inclusion of speaking practice gave students the opportunity to personalize the content, while the use of visuals and structured feedback supported comprehension. These strategies promote active participation and help students gain confidence using the verb <i>to be</i> in meaningful contexts.
ARGUMENTACIÓN	
Analizar cómo los procesos influyen en las relaciones académicas, personales y profesionales que se dan en el ámbito educativo del docente en formación	This teaching experience contributed significantly to the development of my teaching skills. The positive response from students and their willingness to participate showed that the combination of digital tools and real-life context was effective. Academically, the students improved their sentence construction and vocabulary related to places and occupations. Personally, the session fostered a supportive and respectful classroom environment. Professionally, I learned the importance of clear instruction, pacing, and classroom management, especially with adult learners. This lesson helped me grow as a more reflective and student-centered educator.
AUTOEVALUACIÓN	
Aspectos en los que usted como docente en formación considera que debe trabajar para su mejoramiento	I recognize the need to continue working on my time management and instructional clarity. While students participated actively, I should ensure that instructions are always simple and clear, especially when introducing grammar. I also aim to be more responsive to the pace of different learners and provide extra support when necessary. Moving forward, I will keep integrating interactive tools and contextualized tasks to maintain motivation and ensure meaningful learning.
EVIDENCIAS	
Registre el link del drive del archivo de evidencias de la sesión o proceso. <i>Estas pueden ser: fotografías de los trabajos realizados por los integrantes de la comunidad educativa, listado de asistencia a clases, encuestas, entrevistas, fotografías y/o videos (tener en cuenta el consentimiento informado para fotografías y/o videos)</i>	https://unadvirtualedu-my.sharepoint.com/:b:/g/personal/alaguirrer_unadvirtual_edu_co/ETImLO9lu8lFiWBQaP0jgKAB97bjA4sOqvipsviF_iZtZg?e=iU5jFl