**GA4-240202501-AA1-EV02 - Mapa mental sobre su *Personal Learning Environment* PLE**

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**Introduction**

Un Entorno Personal de Aprendizaje (PLE) es un concepto utilizado para describir el conjunto de herramientas, recursos y entornos digitales que una persona utiliza para facilitar su aprendizaje personalizado. En lugar de depender únicamente de un sistema educativo formal, un PLE permite a los individuos crear su propio entorno de aprendizaje, adaptado a sus necesidades, intereses y estilo de aprendizaje.

Las características típicas de un PLE incluyen:

Herramientas de comunicación y colaboración: plataformas para conectarse con otras personas, como foros, redes sociales, herramientas de mensajería, etc.

Recursos educativos en línea: acceso a contenido como cursos en línea, tutoriales, videos, blogs y otros materiales educativos.

Herramientas de organización: aplicaciones para gestionar tareas, planificación de estudios, recordatorios y almacenamiento de información.

Entornos de aprendizaje formales e informales: integración de experiencias de aprendizaje tanto dentro como fuera de las instituciones educativas tradicionales.

Plataformas para crear y compartir contenido: herramientas de autoría que permiten a los usuarios crear y compartir sus propios materiales educativos.

La idea central de un PLE es que cada individuo tenga el control sobre su proceso de aprendizaje, seleccionando y gestionando sus propios recursos y fuentes de conocimiento. A través de la personalización y adaptación, un PLE puede mejorar la eficiencia y efectividad del aprendizaje.

Es importante mencionar que el concepto de PLE se basa en el entendimiento de que el aprendizaje no se limita a un aula o un momento específico, sino que ocurre de manera continua a lo largo de la vida, y que el acceso a la información y la colaboración con otros son fundamentales para el aprendizaje significativo en la era digital.

Cada persona puede construir su PLE según sus necesidades y preferencias, eligiendo las herramientas y recursos que mejor se adapten a su estilo de aprendizaje y objetivos educativos.

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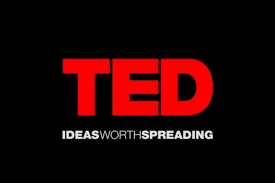
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**Create:**

**Canva, StarUML,Psint, Visual studio Code, Visual paradigm, Netbeans,**

**Communicate:**

**Whasapt, gmail, meet, slai, traductor parlante, youglish,**

**Anki, APP americanEnslishPronunciation**

**To find:**

**Google crome, google translator, youtube, MSDN Web docs**

**Organize:**

**Symbaloo, notes**

Entertainment:

Netflix, spotify, ted,

**Constructing Personal Learning Environments through ICTMediated**

**Foreign Language Instruction**

**Abstract**. The article deals with the concept of student-centred Personal Learning Environment (PLE) in the context of higher education, which is used as a means of transforming foreign language learning and teaching practices. It aims to reveal the opportunities for creating PLEs through incorporating Information and Communication Technology (ICT) in the process of foreign language education. The study focuses on the roles of teachers and students of non-language University majors in designing efficient learning environments highly adapted to changing objectives and student personal needs. The authors reveal the unlimited potential of ICT in constructing PLEs for both in-class activities and informal learning, providing a scope of practical student activities, which imply their active engagement both in and outside the classroom, as well as constructing a flexible, personalized, time and space independent learning environment. Students, teachers, ICT, which is a set of resources based on the use of educational technology tools thoroughly selected and organised in order to manage the content, applying relevant methods of teaching and learning strategies, as well as a learning process, are all regarded as constituents of PLEs aimed at mastering four foreign language skills when taking the course “Foreign Language for Specific Purposes”: reading, listening, writing and speaking within personal, academic, and field-related contexts.

**1. Introduction**

There is widespread recognition in modern Information Age that skills and human capital have become the backbone of modern progress and economic welfare of a country. In the *Feasibility Study Report on the Assessment of Higher Education Learning Outcomes* performed by Organisation for Economic Cooperation and Development, it is stated that “in contemporary knowledge-intensive economies and societies”, individual and societal prosperity is retained by “developing and sustaining a skilled workforce, maintaining a globally competitive research base, and improving the dissemination of knowledge for the benefit of society at large” [33]. In addition, advances in technology and all-round digitalization in recent years “have changed the learning behaviours and reshaped teaching methods”

[22]. As a result, higher education is regarded as a critical factor in human capital development that demands constant transformations in its performance, quality indicators, and integrated use of communication and educational technologies. Foreign language instruction in non-language institutions of higher education is not an exception and calls for substantial changes in the paradigm of learning and teaching under “heavy digital technological influence” [23].

In this context, it is of ultimate importance to achieve quality education in compliance with modern global trends regarding extensive use of digital media, relevant learning content, “innovative pedagogy, modern challenges in foreign language instruction. The need for designing highly engaging activities for students to increase their motivation, proliferation of the Internet, Web 2.0 tools and services, smart applications, social networks, and freely accessible educational resources substantiated the need to consider foreign language learning from these perspectives. Whalley argues that pedagogy must change from “institution-centred to a student-tutor-device focus” that is best done via active learning and incorporating cognitive awareness [35]. The changing understanding of the whole system of knowledge

transfer has already established in people’s mind, where ICTs play a leading role. They accumulate novel data and information, disseminate them, serve as a means of knowledge transfer, and thus, perform the function of both tools and objects of knowledge. Learning from and learning with technology infers an active student participation, can take various forms and provide interactive environments. It offers unique opportunities to customize learning environments to individual learners [11]. In addition, the principles of user-centred learning approach formed the basis for initiating the idea of constructing personalized active learning environments, which are highly adaptable and responsive to changing needsand facilitate cognitive processes [1].

learning by doing and constructing knowledge” [30], which may become the solutions to meet the