

## Experiencia y percepciones sobre el infográfico con fines educativos durante la formación docente

*Experience and Perceptions About Infographic With Educational Purposes in Teaching Training*

*Experiência e percepções sobre o infográfico para fins educacionais durante a formação de professores*



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## MATERIAL COMPLEMENTARIO

## Apéndice A



# TRUE/FALSE TEST



- 1 Avoid using more than one idea in a True or False question.
- 2 Keep the statement short and simple. The question should be based on the learner's knowledge.
- 3 True statements should be true under all circumstances. Avoid using may, seldom, possible, often, and other qualifiers.
- 4 Use negative statements sparingly and do not use double negatives. Negative words are often overlooked and should be underlined or in capital letters.
- 5 Opinion statements should be attributed to some source. The students should be aware of the opinions of the organization or individuals.
- 6 When cause and effect relationships are being measured; use only true propositions.
- 7 Avoid extraneous clues to the answer. For example, always, never, none, all, only, etc.

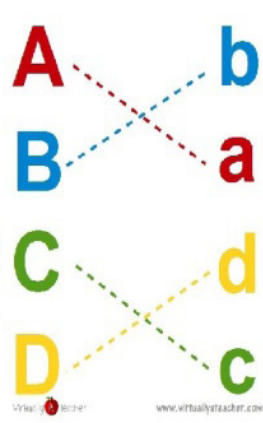


Lucero (sin fecha). *Composing True/False Questions*. Recuperado de: <http://teaching.colostate.edu/tips/tip.cfm?tipid=155>

# ✧ MATCHING ✧

**When to use matching:**

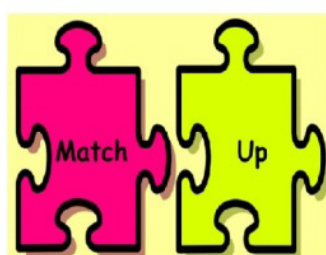
- ✓ Terms and definitions .
- ✓ Objects or pictures and labels.
- ✓ Causes and effects .
- ✓ Scenarios and responses.
- ✓ Principles and Scenarios to which they apply.
- ✓ Construction guidelines.



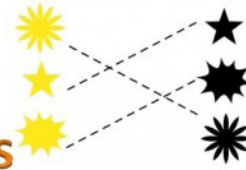
**A**     **b**  
**B**     **a**  
**C**     **d**  
**D**     **c**

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## Types of MATCHING



- 1.- Two-part directions.
- 2.-Parallel content.
- 3.-Plausible answers.
- 4.-Clueless.
- 5.-Unequal responses.
- 6.Limited premises.
- 7.-One correct anwer.



## Matching Test Questions Advantages and Disadvantages.



- ✓ Advantages.
- ✓ Drawbacks.

Recuperado de : Malamed C., (2010). Tips For Writing Matching Format Test Items. May 15, 2017, de The Elearner couch Sitio web:  
[http://thelearningcoach.com/elearning\\_design/writing-matching-test-items/](http://thelearningcoach.com/elearning_design/writing-matching-test-items/)

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## Apéndice B

**DISCIPLINE**

**Unit I: What is discipline?**

★ Control    ★ Respect    ★ Behaviour  
★ Cooperation    ★ Responsibility

**Unit II: What does a disciplined classroom look like?**

Cambridge University Press (1996)

- 1 LEARNING IS TAKING PLACE.**  
In disciplined classroom it is easier to activate students in the way the teachers want. However, the existence of a disciplined classroom does not necessarily imply that learning is taking place.
- 2 IT IS QUIET**  
Disciplined classes may or may not be quiet, but undisciplined ones are usually noisy.
- 3 THE TEACHER IS IN CONTROL**  
The underlying responsibility for the control of any disciplined classroom has to be, surely, in the hands of the teacher.
- 4 TEACHER AND STUDENTS ARE COOPERATING SMOOTHLY**  
Smooth-running process is the main outward manifestation of discipline in the classroom. It must be noted however, that cooperation between students, or between students and teacher, is not necessarily either willing or democratic.
- 5 STUDENTS ARE MOTIVATED**  
The correlation between motivation and disciplined is not absolute. However, if the class is motivated to learn, it is more likely to be easy to manage.
- 6 THE LESSON IS PROCEEDING ACCORDING TO PLAN**  
A lesson which is going according to a plan is more likely to be disciplined. On the other hand, changes and improvisations do not necessarily lead to indiscipline.
- 7 TEACHER AND STUDENTS ARE AIMING FOR THE SAME OBJECTIVE**  
A shared knowledge of and agreement on lesson objectives is not, therefore, absolutely necessary for a disciplined classroom, but it probably contributes to it, by raising motivation and the likelihood of cooperation.
- 8 THE TEACHER HAS NATURAL CHARISMATIC "AUTHORITY"**  
There exists such a quality as charismatic "authority". Teachers who do not possess natural "authority" can be equally disciplined.

Ur, P. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press

### unit III: What teacher action is conducive to a disciplined classroom?

Cambridge University Press (1996)

#### 1 CLASSROOM MANAGEMENT

Know how to organize the beginning of a lesson, or how to get students to raise their hand instead of shouting out answers



#### 2 METHODOLOGY

Ensure that students feel they are learning in a way that is "right" and useful for them, and they will, therefore be more willing to cooperate.



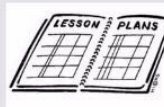
#### 3 INTERPERSONAL RELATIONSHIP

The fostering of interpersonal relationships, feelings of respect and goodwill between individuals is another important factor.



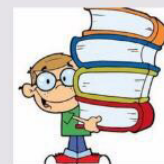
#### 4 LESSON PLANNING

A carefully and clearly organized lesson makes for purposeful and orderly process.



#### 5 STUDENT MOTIVATION

The more interesting and motivating the learning activity, the more likely it is that students will be cooperative and stay on-task



Ur, P. (1991). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.