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The Creation and Correct Operation of the Virtual Platforms as Teaching Support in Face to Face Classes

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***Abstract* – It is well known that educational change is being viewed as an aspect that must do mainly with the introduction and use of new technology, which to some extent is true; however, the core of this process is in didactic and pedagogic aspects which must be reflected in any educational activity. Virtual education is a mode that introduces all aspects necessary to provide quality education, however, in face-to-face education, virtual platforms and materials have been used rarely and when they come to use, do not have a design and operation that helps to improve the training process of students. That is why this document collects basic information, of interest mainly teaching, about the features, elements and guidelines that must contain and reflect a platform and / or material as a support for face to face classes.**

***Keywords* – Virtual Platforms, Teacher Support, Correct Creation, Correct Operation.**

I. INTRODUCTION

The conditions, the environment and the technological tools with which we have to work today allow to improve the processes that are carried out day by day, and in turn, thanks to the presence of the technology, the people and organizations are forced, for good, to make changes in the way things are done, trying to take the best of the benefits of this technology.

The above implies a change, a change that is given in a slow way, but that it is necessary to make, in this case, the part of education. We are living in a period where education is transformed, which uses the technology to improve, to reinvent itself and to comply fully with the demands of society.

These changes occur slowly in governments, in educational institutions and in classrooms, because certain regulations and institutional issues must be met, however, that is where the teacher's role goes, who from his trench, can understand perfectly the advantages of the use of technology and contribute significantly to a transformation that will improve education from its insides as Contreras stated (2000): *The teacher must take the challenge by training and preparing to respond to the demands faced with different obstacles and challenges such as their own attitudes and habits.*

So, we find that teachers have the possibility to create and manipulate materials and virtual platforms in support of their teaching work in person, having at their disposal a lot of information, which sometimes confuses them, or simply do what they believe suitable for students, without considering, at least, the most relevant aspects for the design of these products.

It is necessary to rescue and show the planning, organizational, pedagogical and technological elements that must be demonstrated in the design and operation of platforms and/or virtual material in support of the face to face classes, because if we ensure a design that contemplates them, we can talk about quality educational products that will meet the goal of students learning significantly.

That is why this paper shows the guidelines that must accompany the design and operation of virtual platforms, specifically for the support of face to face education, where it is known that most of the time the interaction will be face to face and that the virtual activity, even though it will be minor, implies a valuable complement to the student's training.

II. Description of the Problem

A. It is found that sometimes the pressure to the professors to use a virtual platform comes from the high command of the educational institutions, suggesting that some are forced to make materials, more to meet a requirement, than to improve the educational process.

B. Virtual educational spaces are provided; however, the designs and materials are of poor quality, or simply do not meet certain pedagogical or didactic characteristics that instead of making the student learn, or in a more critical situation, worsens the Intellectual development of the student.

C. Maritza Torres (2010), who conducted an investigation into virtual education in Venezuela, and compiling data from 16 virtual universities, noted that most of the virtual courses existed in many platforms do not take advantage of the Internet's advantages for teachers and students, since they are commonly composed of printed texts uploaded to the Internet, which do not exceed the characteristics of traditional texts, except that they can be consulted at a distance; The structure of these courses is rigid and offer little capacity for students to build their knowledge, reflect and make criticism about their own learning.

D. It is important and necessary to provide teachers with information about how a virtual platform support should be structured, as well as the characteristics that must contain each material that is uploaded to them, so that it does not fall into virtual education that looks like a Simulation of the classroom education or in the famous photocopies on the net.

III. Objectives

It is intended to find a series of generic guidelines that teachers can consider when creating, managing and using a virtual platform material as support in classroom courses, in such a way that serves as a guide to the teacher to improve the materials that will generate and will use with their students throughout the teaching-learning process.

IV. Theoretical Framework

4.1 *Face to Face Classes*

The modality of face to face classes has existed since the human being has record of the teaching-learning process. It consists, according to Gracia (2008) in: *The modality in which the students attend the classroom to have the classes in the presence of the teacher and following his instructions of work*; Likewise, for the Veracruzana University (2013), face to face classes are: *Those that are taught in a traditional way, in which a teacher attends a group of students, in a classroom and defined timetable, during a school period. The teacher indicates the activities and tasks to be done. The student must attend the facilities…*

It is a very common modality, since the most elementary thing to be able to give instruction to a student is the simple presence of the student and the teacher, however, to ensure learning, it is necessary to place all the elem-

-ents in a specific context so that work properly.

Can be analyzed the characteristics of the modality as exposed by Galindo (2002) where roughly it makes a specification of the following: it is necessary to know the antecedents, necessities and resources of the students, the teacher is a knowledge transmitter in a direct way, thas means, it has a deal and communication face to face with the students; the materials are the product of the teacher's perceptions and are commonly supported by printed textbooks; all of the above supported by a simple technology, with the use of blackboards, drafts, chalk and some image projectors in a classroom.

Now, according to International University (2013), the characteristics of a classroom model of education have to do with following: the teacher exposes, and the student hears, the sources of information are difficult to obtain, the system is not flexible and is based on the memory, so the evaluations are also based on the memorization skill.

It is then stated that the classrooms imply a synchronous interaction between students and teachers in the same workplace, whose objective is for the student to retain information, obtain knowledge and acquire certain skills, and regularly very few technological resources are needed to carry out this process.

4.2 *Virtual Classes*

The virtual classes are lessons where students have the possibility to study from any place where they can have access to the materials, as specified Hiltz (2003), asserting that the virtual class is: *The use of communications mediated by Computers to create an electronic environment similar to the forms of communication that normally occur in the conventional classroom*, which also implies that these communications are very important for the process because they are not going to be physically in the same place. Also, the virtual classes use a teaching-learning environment where computer science and digital communication systems allow learning to be presented as a process where it is not necessary for participants to find themselves Times and places (Nunez, 2009).

Likewise the concept of virtualization can understand, according to Queau (2005), *the representation of processes and objects associated to activities of teaching and learning, of investigation and management, as well as objects whose manipulation allows the user, to carry out various operations, through the Internet, such as learning through interaction with electronic courses, registering in a course, consulting documents in an electronic library, communicating with students and teachers and others*.

The virtual classes base their operation on the information and communication technologies, where the interactions between students, professors and materials are done through the use of computers, computer networks, Internet and specialized software to mediate these interactions, known as LMS (Learning Management System), also called virtual learning platforms, which have many tools for the management, operation, management and supervision of virtual courses.

4.3 *Virtual Courses and Platforms*

The virtual courses are a set of systemic elements that allow the interaction of the actors of the educational process under one or several technological platforms that can consider the use of communicative tools like the Internet and of tools software-type management, such as virtual education platforms (LMS).

They can also be considered as a framework where teachers, students and/ or tutors can communicate synchronously or asynchronously, from any place, having at their disposal the necessary tools to fulfil their respective activities. The virtual courses can be found under two modalities, a completely virtualized, where the students always learn to have contact directly with the materials and help of a tutor or teacher assigned to the subject; and the second has to do with the use of the Internet or some platform that allows to carry out tele-tutoring, collaborative projects, exercises, practices, discussions as a complement to the classrooms (Cebrian, 2003).

We can understand that virtual courses are a set of materials, learning activities, notes, registration of activities, projects, communicative and administrative applications mainly based on Internet, that allow teachers to design learning activities appropriate to the needs of the student, as well as how to make them available to him; and for the student it is a portal of access to all the information designed, taken care of, administered and followed by the teacher, which will allow him to acquire the necessary knowledge to develop and strengthen his educational process.

The idea and conceptualization of courses of this type necessarily involves establishing the answer to the reason for their existence, for which it is important to mention that currently, we live in a society surrounded by communication networks and computers, the Internet is present in practically everywhere and it is not possible to ignore it. That is why students and teachers do not need to coincide in the same place and time of work, the idea is to take advantage of the presence of the Internet to offer education from central locations to remote locations (Acosta, 2000).

It is considered that an important part of the advantages of the commitment with the students in virtual courses are the competences that are worked on, developed and used under this model, as they are, reading skills, written communication, independent learning, meaning of order and discipline (Bartolome, 2002).

The implementation of virtual courses has many advantages, some inherited from the principle of *virtuality*, such as the availability of materials at any time, and from anywhere (provided that connectivity and access to platforms are available), the possibility of "studying" in flexible or convenient schedules, the registration of all the activity that takes place in the virtual platform, the improvement in individual learning competences, respect and discipline towards one's own and others' exercise of activity and time.

4.4 *Main Problems*

From a completely local perspective (Faculty of Accounting and Administration campus San Juan del Rio, UAQ), it is considered that the virtual courses are not working in the expected way thanks to two main notorious aspects: • The full potential of virtual platforms is not enabled since they are used only to comply with an institutional requirement. • The lack of concern and lack of motivation of teachers and educational institutions to ensure that they are used correctly.

The imposition of these models and the lack of training to use them correctly can be the cause of these problems, however it is considered that teachers are the first elements that should be concerned to improve this situation, and not to wait for the Educational Institution, the government or someone else makes changes in this regard.

You can think that the technological advances and the communication possibilities that we have today are a

sufficient pretext for teachers to be *forced* to modify their teaching methods and ways so that they adapt to current needs (Tello, 2009), although the idea is that they do not look *forced*, but that it is a conviction to improve and offer higher quality in their teaching.

Likewise, it can be mentioned that teachers who want to overcome the problems must comply with changing and trying to adapt their role, as Cabero (2007) mentions, where they stand out: • Be an information consultant / learning facilitator. • Designers of mediated learning situations. • Moderators and virtual tutors. • Continuous evaluators. • Guidance • Evaluator and technology selector.

The main idea of mentioning these roles is that these should be reflected in the design and operation of a virtual platforms material, which although it will be focused on enforcing as an *auxiliary* of face-to-face classes, is not exempt from these principles.

4.5 *Virtual Platforms as a Complement to Face-to-Face Classes*

The online courses have also been put into operation, trying to meet the demand for educational services under the following uses according to Lopez (2004): • As a support to face-to-face classes, where the course material is available at any time, and there is also a discussion space in the form of forums or debates. • As elements of a virtual learning environment, typical of distance programs. In this case, the entire educational program is worked remotely through all the online subjects. • They can also act within a face-to-face program and be taught completely online, that is, the student takes only some of their subjects online but continues to attend the educational institution on a regular basis.

We can see then that virtual platforms have been commonly used as a complement to face-to-face classes to take advantage of some of their functionalities and thus enrich the face-to-face courses.

Within the elements that can be enhanced using virtual platforms in face-to-face education are, the publication of schedules, information of the course itself, communication between students and between students and teacher is encouraged outside the limits of the class, you can have access to materials from good sources, share points of view outside the class, get feedback from the teacher at any time, among others. For Vela (2009) the advantages of using a virtual platforms in face-to-face courses can be established with communicative elements, teamwork at a distance, add an online element that allows students to expose themselves to ideas of people outside the classroom, which could be different social or even cultural sectors, which can help to sharpen communication skills that will surely be put into practice in the future.

The importance of incorporating virtual platforms as support to the face-to-face ones is that it can "enrich" the educational task of the teacher in relation to the activities that the students will carry out, in such a way that the virtual platforms ends by complementing the face-to-face classes in terms of the communication, advice, delivery of products, realization of activities with software among others; Of course, to the extent that the design of the course is adequate in terms of planning, pedagogy, activities (quality, volume, relevance) and evaluation, better results can be obtained.

4.6 *Design of Virtual Platforms Material to Support Face-to-Face Classes*

Previously mentioned, the benefits of using virtual platforms in classroom education, is why the following addresses the characteristics and considerations that a teacher can take as a reference when designing courses a-

-nd materials that support your classroom educational task.

The generation of virtual platform material is a demanding work, is important and necessary to have a multidisciplinary group of work, where there are pedagogues, engineers, professors, communicators among others; In addition, the material should demonstrate planning and attachment to the institutional pedagogical model (Pueblo y Barragan).

In this respect, and above all considering that in many of the occasions, when we talk about virtual platforms as support for face to face courses, there is not a complete support, by the educational institutions, towards the creation and design of virtual material, much less think of a multidisciplinary group that contributes to the creation of the same, so that the teachers, individually are those who at the end of the day have to take the hand of their resources.

There are times when educational institutions facilitate things a little, providing a web space for the effects of virtual classes, or in a better case provided access to an entire institutional virtual platform, where each teacher is responsible and administrator of their courses.

Here we will try to simplify the information so that any teacher can create their virtual material, regardless of the situation of s*upport* provided by the educational institution in which it is unwrap, where sometimes it will be necessary to get extra help to make it.

Thus, the design of virtual material as support for the face to face education will be addressed from three important aspects, the first is the organizational-structural aspect, which implies the planning and execution of elements and activities to create a virtual material; the second covering the pedagogical section that should govern any digital creation in education; and finally the technological section that cannot be left aside, because it supports the materials and software that allows the communication and interactivity of those involved.

4.7 *Organizational-Structural Aspect Design*

The following aspects are generic and were taken from different sources, considering that the elements considered apply both for the completely virtual modality, as well as for the support of the face to face classes.

Thus, it is shared a model adapted by Miratia and Lopez (2005), from the model of development of distance courses for the Web of Chacon (2000), which is called DPIPE and suggests the following steps: design, production, implementation, publication and evaluation.

Each of the Steps is Detailed Below:

The design, implies the conceptualization of the course, creates the instructional design, which defines the objectives or basic competencies, the characteristics, content, structure and aesthetics of the website or online course; the production is the creation, assembly and configuration of the site or course, where basically they "transform" the digital documents or files created in the design to a format that adapts to the web or virtual platform parameters that allows the students and Teachers interact with them also incorporating elements such as menus, wikis, discussion forums, tasks, chat, etc.; the implementation represents the action of making the course work, defining the physical space where the site or platform will reside and perform a test of the operation of links and activities; the publication involves uploading all files, pages, materials and media to a platform or to the web, so that they are available for students and teachers. That will help to carry out a second

test of the functioning of each element, with the objective of detecting problems and correcting them immediately; finally the evaluation implies the development and evaluation of the course, where the students access the platform from any place, through the Internet, carry out the proposed activities, interact with their classmates and with the teacher through the Internet and the virtual platform or website, their progress is assessed, counting on all this activity to contribute to their learning. Finally evaluates and determines the quality of the material, to see if it works properly or should be modified for the next cycle. Another interesting model is that proposed by Cebrian, who establishes that a completely virtual course should be designed thinking of at least contemplate the following modules, specifying that, for teachers who want to create support courses only, just choose the modules they consider necessary:

Management module, guide module, content module, help module, communication module, virtual tutor module, security system, learning evaluation module, course evaluation module and asserted the following:

The management module offers all the information about the course platform, it must be attractive, suggestive and will reflect the information pertaining to enrollment, student requirements and the conditions for taking the course; it must also contain the program of the course, the structure of the contents, previous knowledge, the profiles and the evaluation model. The information must be clear and enough in such a way that the objectives and commitments of each party are perfectly understood. It is important that it is always visible.

The guide module helps students determine what they need to do to learn and how to accomplish them. It is a self-learning program that supports studying, navigating and working with the material.

The module of contents must establish perfectly which are the activities that are going to be carried out, posing the objectives intended with the realization of this activity, the steps to follow to carry it out, and how will be the method to evaluate it.

The help module is a communicative space where guides and documents are established with solutions to generic problems, whether they are technical or related to any subject of the course, so that the students can solve them in an individual way. It is also important to set up a tool that allows you to communicate with the teacher or someone else to help you solve your problem (if documentation is not enough).

The communication module is used to share experiences and ways of thinking and expressing, either with the teacher or with the enrolled peers. The type of communication can be formal or informal, depends on whether you want to encourage individualized learning or if you want to share a fact or situation respectively. To handle this module, you can use the whiteboards, a forum, a chat or any collaborative tool.

The virtual tutor module is where the tutor/teacher serves as a guide and moderator of learning, where student's work is valued, their strengths and weaknesses are identified, as well as performing the almost immediate evaluation process. An intelligent tutoring work is done that recommends actions and exercises that complement and help the student to improve.

The security system is a module that should not be visible, only the right people can perform maintenance on this, because it is the interface used by the teacher and administrators to create, manage and maintain their courses material.

The learning evaluation module is indispensable, so that both students and teachers can follow up on the resu-

-lts of the evaluations of the tasks and/or activities proposed, including sections of feedback that help the reflection on the educational work of both parties.

The evaluation module of the course is where you can record the experience of students and teachers about the activities proposed, so that you can evaluate the significance, relevance and valuation of the same, with the purpose of improving the course material for a future school cycle.

This model allows teachers to create interactive virtual learning environments by providing them with the tools they need to support their classroom activities, and it will depend on each teacher to determine which modules may or may not include as support for their classes, as many of them are very pertinent, such as the virtual tutor, who becomes an "accomplice" of student learning, or the administration that is indispensable; however it will also depend much on the technological support that the teacher has in his educational institution because if you have an institutional virtual platform, you can "hang" with relative ease any type of module, but if not, it is complicated, for example, create and configure a security module, which includes an access log, and a database of users and accesses.

The above are small generic guides that can allow teachers to start planning and designing complete virtual platforms material in support of their classroom activity.

It is considered that it is also desirable, to specify the general guidelines for producing virtual support material only, not complete platform courses, so that the teacher who can create courses for full support to face to face classes will do them, and the teacher who does not have much support, at least can create materials that support them, under correct guidelines, that allow to elevate the quality in their lessons.

4.8 *Preparation of Materials, Activities and Evaluation*

The elaboration of materials, activities and evaluations go hand-in and depend on several factors, especially the educational objectives that they want to achieve with the design and implementation of them and in greater way the type of learning that is handled in The educational institution to be applied (constructivism, inductism, humanism); as well as the kind of skills you want to show. (competencies, objectives).

Here it is to outline general processes, where you can show the sequence of activities or steps that a teacher should perform to create their own virtual materials.

Important part of the planning of a virtual material is to define the elements that will make it up, as well as the guidelines that delimit the activities, therefore, we present the proposal of Miratia and Lopez (2005) for the design and planning of virtual activities, where you must specify the following for each activity or work session:

Competences or objectives: expected results of the student, preferably in terms of observable conduct.

Contents: List of themes or topics to be developed and that the student must know and dominate to reach the goal achievement.

Means or resources: technological means and material resources that are available, or new materials to be developed, so that the student can enter into knowledge of the content to be developed.

Interaction: The actions that the student performs when he uses the course to advance his learning. They include reactions to certain stimuli included in the content and activities of communication with other

participants and teacher-facilitator.

Evaluation: includes the different strategies and evaluation materials both formative and summative that will be applied throughout the development of the course process. It is important to note the weighting (%) of each evaluation activity, as well as the instruments and/or strategies to be used.

Likewise, it shows a series of steps proposed by Alvarez, Gonzalez, Morfín and Cabral (2005), who establish that the process for general virtual educational material consists of: the delimitation of the problem, the elaboration of objectives, the evaluation and selection of media, production planning, content elaboration, the mutual adaptation of content and media, the adjustment of content-objectives, the pre-production of the material, the technical-academic supervision, the production of the material, the control of quality and editing, duplication, and is explained as follows:

The delimitation of the problem is to define a global view of the situation, to contemplate the institutional needs, the information to be developed, the characteristics of the recipients and their context; the elaboration of objectives establishes what is intended to be achieved with the materials to be produced, that is to say, the relation between the learning objectives, the activities to achieve them and the means to be used; the evaluation and selection of means implies the determination of the most appropriate means for the project; production planning requires media selection, once selected production is planned, taking into account the temporal and material inputs, the times and the responsible ones; the elaboration of contents takes part of the planning to develop the information that will contain the activity; the mutual adaptation of content and media is responsible for transforming the contents into the language of the selected media; the setting of content-objectives is the process of monitoring what was done at the moment to determine internal coherence; the pre-production of the material implies giving the material its definitive structure, where contents, activities and problems are presented; technical-academic supervision re-examines the work to determine that the contents are suitable for the recipient; the production of the material is responsible for the technical creation of the material according to the selected medium (audio, video, image); quality control checks that the material is adequate in a matter of styles, languages and designs; while editing, duplication is proceeded to generate the product and replicate it.

If a good planning of the material is made, the content, the objectives, the media, the interaction and what is expected in evaluation, coupled with the punctual respect of the steps to be considered, will surely be obtained very good materials of support to face to face classes.

The creation of materials is an important process but the evaluative part, which provides the value information, should not be left aside, in matters of fulfillment of educational objectives, it is therefore important to determine in a general way, that is important to generate and evaluate.

The first thing to be evaluated is the learning and the participation of the students, as well as their training process, through appropriate procedures and instruments, and these will depend on the type of course but it can be mentioned that you can design criteria for evaluate the participations, the significance of the same, the questions you ask, the written expression, the number of activities performed, etc.

It can be noted that the evaluation goes along with the activities that are done, because finally, this is precisely what is evaluated, so the elements that can be generated to evaluate are multiple response tests, self-evaluations, coevaluations, trials, Pavon, Perez, and Varela, 2000.

It can be noticed that the evaluation goes hand in hand with the activities that are carried out, since finally, this is precisely what is evaluated, so the elements that can be generated to evaluate are multiple response tests, self-evaluations, coevaluations, tests, solution problems and the portfolio of activities.

There will be no more in depth on how the evaluation of the activities should be carried out, however it is clear that teachers must take into account that the creation of virtual material requires that an appropriate method be established for the evaluation of learning, so that guarantee the result of applying that material, in this case, the student's learning.

4.9 *Pedagogical Aspect*

The pedagogical question is indispensable and must govern any material and activity designed in education in addition to adapting completely to the moments, levels and context of each group or student in your case.

Firstly, for the materials to fulfil the pedagogical aspect as Alvarez, Gonzalez, Morfín and Cabral affirm, they must be didactic, facilitate the learning and motivate, to achieve this the following aspects can be considered: to present first the General and simpler content and then the more complex and differentiated, then, first structure a global and general view of the topic and then move on to an analysis of the parties to finally make a synthesis, then show the relationships among the contents, also among those of different subjects, for later, starting from thematic nuclei or topics close to the reality, besides, to remember and to review previous contents related to the topic, to give guidelines to analyze and to establish relationships between specialized content and to raise examples of how a particular situation is studied from other specialties.

As for the information to be addressed, it is the task of each teacher and builder of materials, to find the data that are appropriate according to the needs, as these are the experts in the topics to be discussed.

At this point you can suggest a pedagogical model that has been used by the Technological University of Panama, which is summarized in the following image.

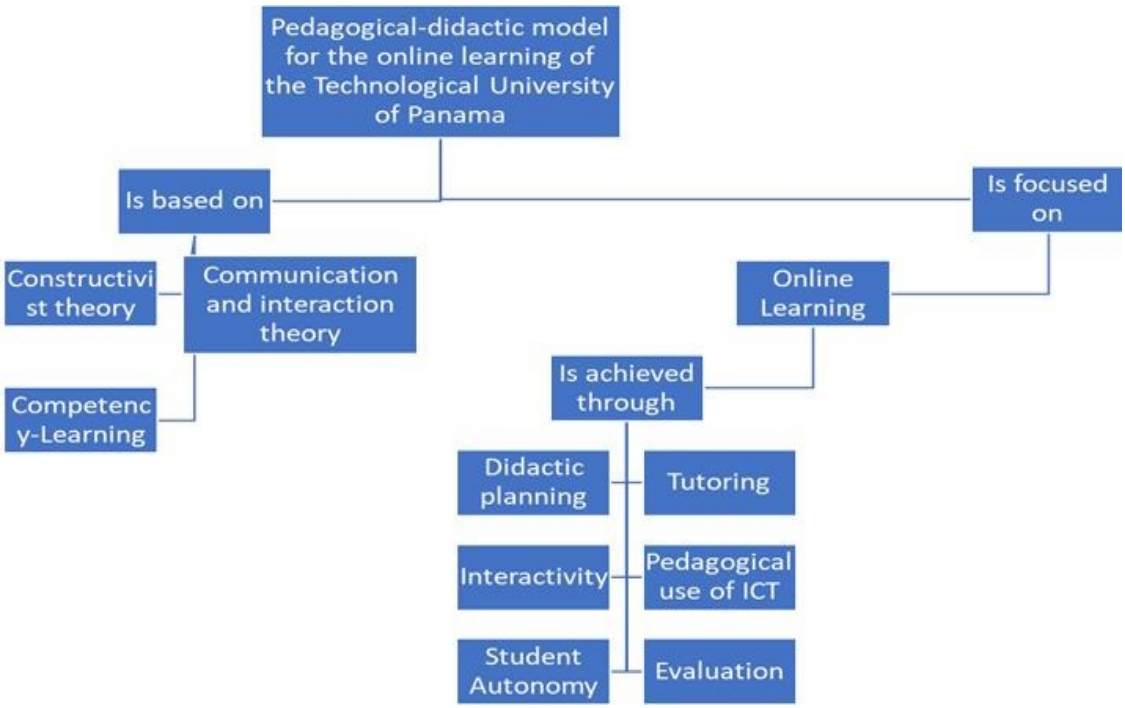

Fig. 1. Pedagogical-didactic model for online learning (University of Technology of Panama). Taken from Aguirre, 2012.

This model is based on the constructivist theories, the learning by competences and the theories of the communication and the interaction; under these guidelines it is assumed that the student is the protagonist of their learning, which is built in interaction with others, promotes an autonomous, flexible and collaborative learning that helps build meaningful learning (Aguirre, 2012).

It is considered that although this model was designed for virtual education, it can provide enough information about the pedagogical aspect in virtual platforms to support face to face education, because it is based on pedagogical paradigms, and makes emphasis on how much value have in virtual learning what the student does outside the classroom.

At this moment, to be a little more specific in the help to design virtual material as support, that contemplate the pedagogical aspect, can be interpreted then a series of pedagogical strategies for the design of virtual material that has created the University of Bucaramanga Colombia's research and development: to provide sufficient information about the course, to recognize by educating as a human being, competency-based education, social responsibility, quality and meaningful learning.

As for providing enough information about the course it is assumed that students should know from the outset the methodology, contents and objectives, because for them it is not about studying to study, but to understand why and what the effort they are going to do during the course.

Recognizing the education as a human being is a point that the content and materials should never exceed the student's importance, the material must be designed for students to interact with all the elements, and always must provide welcome comments, greetings and recognize through comments well done work, as well as doing feedback correctly and with much kindness.

In competency-based education, it is clearly specified what the student will know at the end of the course or activity, as well as to demonstrate his/her achievements.

The social responsibility specifies the necessary requirements to be able to succeed in the course, we talk about technical requirements such as software, Internet; academic requirements, which involve prior knowledge to build new themes, and evaluations.

As for quality, what can be interpreted is that if possible, experts in different fields should be gathered to review activities and materials in order to enrich them.

Meaningful learning means that students should be able to "feel" what the meaning of the activities they are doing, where an activity can be generated at the end of each teaching module that can be solved through competencies and whose product reflects student learning (Neftali, 2008).

The organizational, pedagogical and technological aspects are elements that cannot be separated, since they support and complement the design of the materials, which will be made available to the students, hoping that with the application of the same they are obtained better learning.

4.10 *Technological Aspect*

We can find many different circumstances about the conditions and contexts referring the technological skills that each teacher can possess, this may be significantly important or not, depending on the situation, example of

this is the following: a professor who has all the support of his educational institution in the aspect that it has an institutional virtual platform, it has a working group that is in charge of designing and putting in operation courses (speaking especially of the technical part), and training is provided for the operation of the courses; then this teacher only needs to handle certain technological tools to some extent "basic" and some knowledge of the Internet to operate their platform material; while a teacher in a situation contrary to the previous one, would have to raise enough its technological capacities to mount a virtual platform material.

Therefore, a teacher can create materials and even virtual platform courses to support face to face classes on his own, if he has the necessary technological, pedagogical and administrative capacities, as well as having the contents of the program.

According to Miratia and Lopez, after establishing the contents to be developed, they must design or create the teaching and evaluation materials of the course, for which the following free software or proprietary tools can be suggested, as the case may be: OpenOffice (Write, Calc, Press), Office (Word, Excel, PowerPoint, FrontPage), NVU, Joomla, Mambo, Mindomo, MindManager, Moodle, Dokeos, Blackboard, Acrobat, GIMP, PhotoShow, Winzip, Filezile, according to Miratia and Lopez, 2005.

Dropbox, SkyDrive, Wink, Youtube, Slideshare, Issuu, Scribd, Live @ Educ, itunes, CamStudio, Cantasia, movie Maker, Voki, among others.

Products derived from these tools could be technically tested on a virtual platform such as Moodle, Dokeos or Blackboard.

It is then suggested that the teacher attends much more to the planning and pedagogical section, and in the technical section, to try to learn the essential and/or basic tools of administration and communication available.

V. CONCLUSION

The teacher of our times must respond to the challenges of his activity today, that is why he must be creative, innovative and committed to his work, work that in the medium and long term will be reflected in students who are inserted into the society employs reflecting all of your knowledge and skills for the benefit of all.

That is why teachers should think about improving their activity, making it adequate and fair for the characteristics of the current students and the conditions of their environment. Work should be done to stimulate and motivate students with diverse activities that are compatible with their needs and tastes, as Alfaro (2001) says: "teachers must work with didactics that stimulate multiple intelligences, providing content of experiential, dialogue and emotional format. The methodology must be constructivist, favouring reflective, critical and creative thinking, and through the application of ICT and Web resources".

Understanding this, teachers who normally develop face to face education, can enter the world of technology through the creation and use of materials and virtual platforms, which help them to have a better control of the activities, qualifications and communications plus motivate your students to learn more and better things.

It was found that the definition of a course, like any other "project" should be planned, and should be based on pedagogical theory and in practice that involves the start-up of the same, where the technological aspect is essential to work properly.

The result of this study allows teachers, in any modality, to find a help, to start in the creation and design of v-

-irtual platform material, which favor their educational practice, in the understanding that the majority benefited will be their students.

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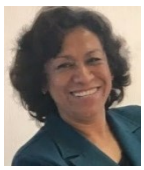

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