

Running head: THE CONNECTIONS BETWEEN THE USE OF VIRTUAL LEARNING  
OBJECTS AND THE DEVELOPMENT OF SOCIAL SKILLS

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## **Abstract**

This paper intends to analyze the existing literature regarding the use of virtual learning objects to foster social skills in learning scenarios. To reaching this main objective, three steps are followed: a) Review the existing literature regarding the use of VLOs in learning scenarios aiming at social interactions and skills, b) Connect the use of virtual learning objects in learning scenarios, as is mentioned in the literature, to the possible development of social skills, c) and evaluate the existing information about the relation between virtual learning objects and social skills. The research will be conducted using the literature review method.

**Key words:** *Learning scenarios, virtual learning objects, social skills, soft skills*

## **Resumen**

Esta investigación tiene como intención analizar la literatura existente con relación al uso de los objetos virtuales de aprendizaje para promover las habilidades sociales en los escenarios de aprendizaje. Para alcanzar este objetivo general se siguen tres pasos: a) Revisar la literatura existente en relación a los objetos virtuales de aprendizaje dirigidos a las habilidades sociales, b) Conectar el uso de los objetos virtuales de aprendizaje en los escenarios de aprendizaje como se menciona en la literatura al posible desarrollo de habilidades sociales, c) y evaluar la información existente sobre la relación entre los objetos

virtuales de aprendizaje y las habilidades sociales. La investigación se realizará usando el método de revisión de literatura.

**Palabras claves:** escenarios de aprendizaje, objetos virtuales de aprendizaje, habilidades sociales, y habilidades blandas.

**Degree Requirement**

This documentary research project is submitted as a requirement to graduate from the Bachelor of Education in English Teaching Program (Licenciatura en Inglés) at Facultad de Educación, Fundación Universitaria Luis Amigó, in Medellín, Colombia.

### **Acknowledgements**

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## **Introduction**

At the beginning, this research was going to be developed through the case study method in an elementary school. However, due to the pandemic contingency, it was turned into documentary research, even though the methodology changed to theoretical research, the objective was the same and the research could answer the question proposed at the beginning. Moreover, this research could work as a base for further intervention researches.

## **Context**

The research was developed by doing a literature review using different articles especially, academic papers of the existing researches about the usage of Virtual Learning Objects in learning scenarios, in order to analyze the impact of VLOs to foster social skills. This research was developed by reviewing articles from different countries, specifically Colombia (16), Spain (5), USA (5), Venezuela (2), Australia (2), Mexico (2), Germany (1), Chile (1), Bosnia (1), United Kingdom (1), China (1), and Taiwan (1).

### **Statement of the problem**

Nowadays, technology has taken an important role in society and every day it is being involved in different aspects of life. One of these aspects is education, technology has influenced teachers to rethink about their practices into the classroom and also, has given them a wider list of teaching options as Thomas (2016) pointed out in the text, *Future ready learning reimagining the role of Technology in Education*

*“Technology offers the opportunity for teachers to become more collaborative and extend learning beyond the classroom. Educators can create learning communities composed of students; fellow educators in schools, museums, libraries, and after-school programs; experts in various disciplines around the world; members of community organizations; and families. This enhanced collaboration, enabled by technology offers access to instructional materials as well as the resources and tools to create, manage, and assess their quality and usefulness “.*

The current society dynamics required citizens with skills that go beyond the cognitive skills that aim to the academic development, every day the need to educate citizens with strongest social skills is evident. “... The children entering education in 2018 will be young adults in 2030. Schools can prepare them for jobs that have not yet been created, for technologies that have not yet been invented, to solve problems that have not yet been anticipated...” (OECD, 2018)

As the OECD (2018) pointed out, for going through that uncertain world, students should develop self-regulation, curiosity, resilience, and imagination, they will have to understand the others' perspectives and values; they will have to handle and move forward the different situations. Getting a good job and a high outcome will not be their only goal, also, caring attitudes and actions to their families, friends, communities, and planet well-being. School as the main agent in educating people must aim to the integral development of students, for this reason, it needs to be prepared to promote the development of skills needed for the XXI century.

## **Literature Review**

### **Learning Theories**

Dewey (1987), stated that the interaction of learners with other people and the cooperative work are the main factors that allow learning to happen and that teachers do not only teach about the subject matter but also how to live in society, this has as result teachers teaching to individuals and shaping society. This theory calls for an intervention of the teachers in terms of developing kids' social skills into the classroom to create a balance between the cognitive skills and social skills having as result the development of human beings as a whole. In addition, it highlights the acquisition of learning by means of constructing knowledge between students-teacher and students-students.

As Dewey, Vygotsky (cited in Mooney, 2000) emphasized the role of social interaction in development and learning. In 1978, he pointed out that interactive situations allow students to develop not only cognitive but also social skills. It means that the interaction in the classroom is an important factor for building meaningful experiences for



life; when students construct knowledge with pairs, they are not only using their cognitive knowledge but also they are developing their social skills.

### **Social Skills**

According to UNESCO (2015), social skills are the values, attitudes, and skills that allow society to make knowledgeable decisions, have satisfactory and healthy lives, and respond to the local and global situations through education for sustainable development. According to this, those abilities are the ones that allow an individual to act correctly and provide development to society and the world. Social skills are an important factor in the progress of humanity, specifically in children education, in order to have an easier adaptation to solve the different challenges that life will bring them; as the UNESCO suggests, these social skills should be part of the education process because it is a way to ensure that children and teenagers develop skills required to adapt to an indeterminate future. In 2018 the OECD launched a study on social and emotional skills and set the following list: Self-control, responsibility, persistence, stress resistance, optimism, emotional control, empathy, trust, co-operation tolerance, curiosity, creativity, energy, assertiveness, and sociability.

Establishing a relationship between Learning Theories in Children and Social skills, Vygotsky (1978), stated that social and cognitive development should be worked together because children's context is shaped by family, socioeconomic status, culture, and education; then incorporating both aspects, cognitive and social will help

children to grow mentally. Although Vygotsky mentioned the social aspect, this concept does not include the social skills that nowadays are being addressed.

Even though the term social skill is still being used, the concept of soft skill has more applicability in this decade, they are similar but the soft skills have a different purpose and adds new abilities. The soft skills are addressed towards professional development in order to fulfill the needs presented in the industrial world. Contrary to the hard skills, the soft skills require the people's choice to be developed, "se requiere de la voluntad para poner más atención en la forma en que nos relacionamos con los demás" (educrea, 2015). In 2013 UNESCO defined soft skills as "a set of intangible personal qualities, traits, attributes, habits, and attitudes that can be used in many different types of jobs" this set of skills include: leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time-management, making decisions and empathy.

### **Empathy**

According to Mooney (2000), empathy is the ability to put his/herself in the other person's shoes and understand what they could feel; it means to comprehend and react to someone's emotions and feelings. According to this, empathy is not only trying to understand how a person feels but it also requires some other actions from the person in order to develop the skill, it requires to give meaning to the situation, try to understand it from the person's perspective and anticipate the feeling and thoughts of

the person. Regarding this, Coşkun (2013) establishes six stages of empathy: Acting, meaning, imagination, perspective taking, feeling, and understanding.

### **Virtual Learning Objects**

Feria & Zuñiga (2016) defined Virtual Learning Objects as digital resources with learning purposes composed of objectives, activities, and assessments. According to these authors, the VLOs must be reliable, interactive, reusable, compatible, authentic, and pertinent. Moreover, when designing a Virtual Learning Object, it is necessary to think about the learner's needs to give several options for the acquisition of knowledge.

Besides the characteristics, there are criteria to follow for the design of this kind of learning objectives, “Colombia Aprende” proposes that the design should answer the didactics questions such as what, what for, how and who learn. Similarly, it should give the same results, no matter the context and time; it should facilitate the access and intuitive use of the person who is interested in the object.

TI Pedagogical and Technological University (cited in Castañeda, 2014) establishes the main functions of the Virtual learning object: the first one is to give the advantage of making, integrating, and recycling of learning objects as well as to make possible access to information and learning content; also, integrating diverse multimedia elements through a graphic interface.

In fact, the theories that were mentioned before are arguing the importance of the interaction to improve social skills, attitudes, and empathy through learning. Then, technology emerged to mediate the process in order to enrich it, make it easier and

interactive; for instance, the VLOs are useful tools that provide a variety of options to reach this purpose.

**Research question:**

What connections have been established between the use of virtual learning objects and the development of social skills?

**General objective:**

Analyze the existing literature regarding the use of virtual learning objects to foster social skills and interactions in learning scenarios.

**Specific objectives:**

- Review the existing literature regarding the use of VLOs in school scenarios aiming at social interactions and skills.
- Connect the uses of VLOs in classroom scenarios as referred to in the literature to possible social skill development and social interaction.
- Evaluate the existing information about the relation between virtual learning objects and social skills.

## **Methodology**

The method used in this research is documentary, qualitative type, non-experimental. According to this method, the literature review refers to the analysis of documents that contains information and allows the direct or indirect collection of data in order to increase knowledge about the phenomenon studied. Bailey, (1994) cited in Ahmed, J.U. (2010) thus, the study will be focused on the information existing in terms of the relationship between virtual learning objects and social skills. The methodology used in this article follows the review articles statements, analyzing different researches of the existing literature regarding the use of virtual learning objects to foster social skills and interactions in learning scenarios.

## **Techniques and instruments**

The technique used to develop this research was a documentary review, the information found was classified in index cards. The documents were selected taking into account the following criteria; the research took place in a learning scenario, it included the use of a VLO, and it involved the development of social skills by the usage of VLOs.

## **Paper sample**

According to the criteria mentioned above, 50 documents were used for the literature review. EBSCO, HOW JOURNAL, EUREKA, PROFILE, and Google academic were the databases used to collect the information. The keywords used for this process were Virtual Learning Objects, social skills, soft skills, Webquest, big books, and blogs; later,

they were mixed to get more information to aim the general objective. An excel chart was created to classified and analyze the documents, this classification was developed taking into consideration the title, the author, the context, the topic, and usability for this research appendix 1.

**Data collection**

To carry out the data collection process two steps were followed; first the analysis of the title and the abstract of the documents in which the main objective was to find any evidence of the relation between the document and this research categories in order to find which of them were wearable. Second, if the information was not found in the first step, the findings and discussions of every document were analyzed in order to find the relation required.

Analyzed documents	Approved documents	Dismissed documents	Index cards created
50	19	31	19

**Data Analysis**

The next step was to create index cards of the papers approved in the previous chart. This step led to the analysis and categorization of the quotes obtained in the index cards (Appendix 2) and allowed to generate a relationship between them and the categories, as well as the findings of the researches which showed the development of any social and soft

skill related with VLOs implementation. The categorizing and coding process was developed with the following categories and subcategories: social skills projected in themselves (PT), social skills projected in others (PO), and soft skills (S), empathy (E), generosity (G), solidarity (S), curiosity (CU), creativity (CR), self-control (C), problem-solving (P), teamwork (T), time-management (TM), leadership (L), VLO (V), Webquest (W), big books (B), and blogs (BL).

This process of coding and categorizing the quotes was developed in a chart (Appendix 3) that allowed a comparison of the information given by different authors and through this process the findings were evident.

Furthermore, the triangulation; defined by Hernandez Sampieri as the use of different sources and collecting methods, was the technique for completing the data analysis. In the case of this research, the type of triangulation used was theoretical triangulation in which different authors were taken into account. Denzin (1970) mentioned that the multiple perspectives when examining a phenomenon are known as theoretical triangulation.

The data collected during the research was gathered from the bibliography chart and index cards. These instruments allowed the literature review organization and subsequently obtained a variety of findings. According to the general and specific objectives of the research, the next step to follow was the categorization in which the data was directed towards the process.

## **Findings**

As a result of the analysis of the information four important aspects were founded. First, even though the objectives of the researcher were not related to social skills development, some of the activities of VLOs fostered at least one of these skills. Second, generosity, curiosity and solidarity can be developed through big books. Third, empathy and making decisions are developed through blogs. Fourth, Webquest can work to promote creativity, teamwork, time management, and problem-solving.

### **Finding 1**

**Even though the objectives of the VLOs activities were not related to social skills some of them fostered at least one of these skills.**

In many documents found when collecting the data, the objective was not the development of any social skill; however, the results manifested that some of the activities developed with the VLOs fostered at least one of the social skills that were defined in this paper; as it is evident in the following comment “The findings from the present study provide some new evidence to suggest that Inter-Life is a suitable learning environment to facilitate deep and meaningful learning of life transition skills such as self-confidence, negotiation and mediation skills, empathy, teamwork and active problem-solving skills”. This is from a research that has as objective to investigate the efficacy of Inter-Life as a tool to support the development of life skills, also it was conducted with adolescents who were in Local Authority Care.



## **Finding 2**

### **Generosity, curiosity and solidarity can be developed through big books.**

Generosity, curiosity and solidarity are disregarded by the researchers, as well as big books; even that, big books have been used at schools to foster reading skills and sometimes social skills and values. Big books are attractive for children because it shows big and colorful images and stories with rhythm; by means of the stories, the students get a picture of what the character is doing, how it is and feels. In most of the cases these characters face a social skill in the story, this allows the students to learn about it and make connections with real life situations.

## **Finding 3**

### **Empathy and making decisions are developed through blogs.**

Even though, there was little evidence in researches regarding the use of blogs to foster social skills, through this evidence was possible to prove the development of two specific social skills, empathy which is defined as an effort to understand another person's thoughts and feelings appropriately (Coşkun, 2013), and making decisions defined as the "ability to decide by ourselves and accept the consequences". Taking into account the definition pointed out early empathy is evidence in the following researchers' comment; "When watching the film and the animation, the students feel that the owner of the stray dog is too cruel. They think that the owner should take good care of the dog until it dies". This

comment gives a clue that students are feeling empathy because the dog is being wounded and that the owner has as must take care of it.

#### **Finding 4**

#### **Webquest can work to promote creativity, teamwork, time management, and problem-solving.**

In contrast, among the three VLOs that were analyzed in this research, the WebQuest, was the most used to promote social skills, specifically time management, creativity, teamwork, and problem-solving; this is coherent taking into account that “the tasks not merely require the student to present the information sourced from the internet, but rather apply it to a problem, challenge or skill. The task stimulates the student’s critical thinking, approach to problem-solving and judgement, and action in the task context is required” as Barnard-Ashton, Paula & Linde, Janine & Mcinerney, Patricia & Rothberg, Alan, (2018) established. Although there is not a specific comment about time management, through the activities proposed in the webquest, students are required to apply this skill to carry out all the activities proposed in this VLO. The skill of teamwork is evinced in the following researchers’ comment, there was evidence of fluid or distributed leadership, with ‘novices’, ‘apprentices’ and ‘experts’ working together in a fluid, interchangeable capacity in order to effectively address the current task”. This comment is part of the findings in a research in which the VLO was a tridimensional platform to develop life transition skills.

Moreover, in terms of categories, the social skills projected in themselves and problem-solving were the ones that generated more information, in terms of problem

solving there were many comments not only from the researchers but also from the participants; as the following "ahora sabemos que hay que dialogar antes de pegarnos o hacer agresión, nosotros ya no peleamos como antes", this was a fifth grade student's comment that gives an idea of how the students have changed their minds when they face a conflict among them; they are aware that aggression is not a way to solve problems and that instead of aggression they should have a conversation. This is from a research developed in Colombia in which the objective was to strengthen the problem solving skills in the classroom.

### **Discussion**

During the process of data collection, the usage of VLOs in the classes is addressed towards the technique aspects instead of the pedagogical process. Most of times, the Virtual Learning Environments are used to teach the subject content, in order to reach the academic process, putting aside the importance of developing the soft skills in students without taking into account that these skills are relevant for an integral education.

At the same time, in the field of technology in education there is a lot of research and information about the uses of VLOs as a tool to learn and teach specific subjects, these tools are really attractive to students and teachers because they are full of new factors like interactions and virtuality. Even if the objective was not fostering any social skill, but the development of academic content, it showed that in many cases the activities developed with the VLOs fostered at least one of the social skills defined in this paper. As if this learning were brought in a natural way, but not as a result of the VLO's purposes.

Another relevant aspect that needs to be mentioned is the transversality which provides to work with VLOs promoting social skills, because the Virtual Learning Objects

can be applied in any subject and in any content. It means, teachers could work from reading strategies to mathematical operations applying a VLO, at the same time develop the soft or social skills.

### **Conclusion**

Social Skills are not a matter only of human sciences, or in the case of the school, ethics or philosophy teachers, the development of social skills are present in every learning scenario, in every subject taught. It is very important that teachers take VLOs as a tool to teach any matter, and more in these days in which situations like pandemic force people to stay at home and the virtual education is the main character. Relating the development of social skills with VLOs allowed us as teachers and researchers to promote the integration of adequate technology in the educational process, as well as to encourage the social skills in learners while they are involved in technology times; pointing out the importance to foster interventions in the further researches that finally could evidence what the literature has shown us until now. In future research an issue to study is the students and teachers' perceptions about VLOs applications and if its designers are concerned about Virtual Learning Objects are available to foster social skills while cognitive development is running. It is necessary to clarify that the use of VLOs could be intentional or not in order to develop social skills, but in both cases, social skills could be developed. As it is evident in the data collection, some researches have objectives regarding academic purposes, but in some of its findings show that it fostered at least one social skill indirectly

Some other aspects such as which VLOs are most appropriated to develop social skills, the relevance of creating them with the specific purpose to foster social skills or if it is something that could work as a transverse axis. Another aspect for further researches, it is the role that the VLOs could play in the development of social skills in learners with special needs because there are researches about the use of technology in children with autism, but there is a lack of information regarding the development of social skills through VLOs in children with this special needs.

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# THE CONNECTIONS BETWEEN THE USE OF VIRTUAL LEARNING OBJECTS AND THE DEVELOPMENT OF SOCIAL SKILLS

## APPENDIX A

Universidad Católica Luis amigó									
Literatura en lenguas extranjeras con énfasis en inglés									
Resumen de Fuentes Trabajo de grado II									
Source	Title	Authors	Type			Context	Topic	Usability for the project	Aprobado/ descartado
			Research	Reflection	Narrative				
1 Profile: Issues in Teachers' Professional Development	E-reading and E-writing: The Implementation of a Workshop to Develop Online Teaching Skills to In-service Teachers	Jorge Eduardo Pinilla Hoyos Luis Hernández Tamayo Carró	X			Colombia University	VLO	Definition of e-writing	Aprobado
2 Profile: Issues in Teachers' Professional Development	Exploring Elementary Students' Power and Solidarity Relations in an EFL Classroom	Tatiana Mosler Andrea García	X			Bogotá, Colombia elementary school	Social skills	Definition of solidarity	Aprobado
3 Profile: Issues in Teachers' Professional Development	How to Use Cooperative Learning for Assessing Students' Taxonomical Competence: A Practical Example at the Tertiary Level	Marta Martínez Landa	X			Spain university	Social skills	Emotional competence	Descartado
4 Profile: Issues in Teachers' Professional Development	Motivating and Democratizing Factors for Students With Low Emotional Intelligence to Participate in Speaking Activities	Martín G. Mineder López Mónica Bustosa Tori	X			Mexico University	Social skills	Emotional intelligence	Descartado
J EROW Journal, 26(2), 106-122. <a href="https://doi.org/10.19183/row.26.2.217">https://doi.org/10.19183/row.26.2.217</a>	A Virtual Learning Object (VLO) to Promote Reading Strategies in an English for Specific Purposes Environment	Hernández Urrego, Sandra Cecilia	X			Private institution of higher education in Bogotá, Colombia	VLO	Possible influence of the VLO	Descartado
6 Bala, revista de lenguaje y cultura. Received: 2016-08-06 / Accepted: 2017-04-16 / DOI: 10.17533/uaeh.caja.v22n15a07	Impact of implementing a virtual Learning environment (vLE) in the EFL classroom	Lorena María Mosquera	X			Public university in Colombia. About 210 students and 3 teachers	VLE	Impact of implementing a virtual learning environment	Aprobado
7 Revista de la Facultad de Ciencias de la Educación, Revista Praxis ISSN: 1657-4913 Vol. 12 81- 77 Enero - Diciembre de 2016 DOI: <a href="https://doi.org/10.21476/23227336">https://doi.org/10.21476/23227336</a>	Virtual learning objects and the development of autonomous learning in English	Irene Margarita Torres-Moraga, Karen Sofía Zabala-López	X			Escuela de posgrado de historia secundaria de la institución	VLO	La incidencia de los Objetos Virtuales de Aprendizaje como herramienta	Aprobado
mat. 24(2), 102-120 <a href="https://doi.org/10.19183/mat.24.2">https://doi.org/10.19183/mat.24.2</a>	High School Students' Affective Reaction to English Speaking Activities	Oliver Castillo Jarama Torres Juan Diego Merlino Zapata Claudio Humberto Díaz Linares	X			high school, two institutions in Chile: public and semi-public	Affective reactions in English class	Affective reactions	Descartado
Sistema Privado Revista del Instituto de Estudios en Educación Universidad del Norte nº 27 julio-diciembre, 2017 ISSN 2145-9444 (electrónica) <a href="http://doi.org/10.14482/iep.27.10972">http://doi.org/10.14482/iep.27.10972</a>	A visually-impaired english learner in the context of virtual environments: analyzing learning strategies	Karen Vilalba Ramos	X			Colombian University, 8 semester student	learning and teaching strategies		Descartado
10	Promotion of Differentiated Instruction Through a Virtual Learning Environment	Marilyn Andrea Vargas-Parrá Javier Armando Rodríguez-Ortiz Leonardo Herrera-Mosquera	X			High school Colombia	Self skills	Team work	Aprobado
FILE 10, 2008. ISSN 1657-0790. Bogotá, Col. Pages 195-210	Action Research on Affective Factors and Language Learning Strategies: A Pathway to Critical Reflection and Teacher and Learner Autonomy	Yareth José Fandiño Parra	X			Colombian EFL students	Affective factors and Language learning strategies	Affective factors	Descartado
11, revista de lenguaje y cultura. Received: 2016-05-31 / DOI: 10.17533/uaeh.caja.v22n15a07	Potencialidades del enfoque de la educación para la paz en la educación universitaria. Española. Una propuesta de actividades en asignatura de lengua inglesa	Marta Martínez Landa	X			Spain University students	Peace education	Peace education, problem solving and social skills	Descartado



# THE CONNECTIONS BETWEEN THE USE OF VIRTUAL LEARNING OBJECTS AND THE DEVELOPMENT OF SOCIAL SKILLS

31.E. Vol. 19, No. 1, January-June 2017. ISSN 1473-2158-5760 (online). Bogotá, Colombia. Pages	Citizenship Education and the EFL Standards: A Critical Reflection	Luzkarine Calle Díaz	X			Columbian EFL students	Citizenship and EFL standards	Social and emotional domain of learning	Discards
14 Web del maestro emf	¿Qué son las habilidades blandas, cómo se aprenden, y cuáles se necesitan para la escuela del siglo XXI?	Web del maestro emf	N/A				soft skills		Aprobado
15 ERISCO International Journal of Developmental Science	Towards a More Precise Conceptualization of Empathy: An Linguistic Review of Literature on Definitions, Associated Functions, and Developmental Trajectories	Peter Paul Zurek and Herbert Schachbauer	X			Germany	Empathy	Review of empathy definition	Discards
16 digital repositories institucional UN	Virtual learning objects as a strategy for education of master and its properties in 10th grade students VLO	DIANA MARCELA CASTAÑEDA LÓPEZ	X			High school Colombia	VLO	Definition of VLO	Aprobado
17 digital repositories institucional UN	Virtual object of learning in the teaching process of the concept of nation	Claudia Milena Ramos Dupuy	X			Seventh grade Colombia	VLO	Characteristics of VLO	Discards
ed.org/education/curriculum-standards/aligned/US/HS/2015/2015-social-emotional-skills-standards	OECD Study on Social and Emotional Skills	OECD	X			N/A	Social skills	List of social skills	Aprobado
796ed. <a href="http://revistas.uned.co/index.php/revistas/index.php/revistas/uned/issue/view/issue/showDetails?idIssue=672441184122184">http://revistas.uned.co/index.php/revistas/index.php/revistas/uned/issue/view/issue/showDetails?idIssue=672441184122184</a>	Uso de objetos virtuales de aprendizaje (OVAs) como estrategia de enseñanza – aprendizaje inclusiva y complementaria a los cursos virtuales – presenciales. Una experiencia con estudiantes del curso física de ondas	Aimee Makipi Cabezas-Molina, Arlen Indira Sanchez-Molina, Fernando Rojas-Reyes	X			university Colombia	VLO		Discards
20	HABILIDADES SOCIALES EN ENTORNOS VIRTUALES DE TRABAJO COLABORATIVO	Nalleli Villanova Elena Dorrego	X			Master's degree Venezuela	VLE	Social skills VLE	Discards
21 <a href="http://www.uned.edu.co/index.php/educacion_y_ciencia/article/view/10494620-2011-756271">www.uned.edu.co/index.php/educacion_y_ciencia/article/view/10494620-2011-756271</a>	Objetos Virtuales de Aprendizaje en la enseñanza de las Ciencias Sociales	Elizabeth Arango Gamero	X			High school Colombia	VLO	VLO	Discards
22 Google académico	Desarrollo e implementación de un Objeto Virtual de Aprendizaje (OVA) para el fortalecimiento de las competencias ciudadanas en la solución de conflictos en el aula	Margarita Ma. Salazarrieta Castro	X			elementary, Colombia	VLO Social skills	VLO Problem Solving	Aprobado
23 <a href="http://dx.doi.org/10.1080/10494620.2011.756271">http://dx.doi.org/10.1080/10494620.2011.756271</a> <a href="http://www.uned.edu.co/index.php/educacion_y_ciencia/article/view/10494620-2011-756271">www.uned.edu.co/index.php/educacion_y_ciencia/article/view/10494620-2011-756271</a>	Inter-Life: a novel, three-dimensional, virtual learning environment for life transition skills learning	Aileen M. Devlin, Vic Lally, Madeline Schierz & Karla Parronil	X			School of Education, University of Glasgow, UK	Virtual learning environment for life transition skills learning	- transition skills learning - social communication - VLE - development of mentoring skills - fluid leadership and development of a community - team	Aprobado



APPENDIX B

UNIVERSIDAD CATÓLICA LUIS AMIGÓ LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS		
<b>Text:</b> Desarrollo e implementación de un Objeto Virtual de Aprendizaje (OVA) para el fortalecimiento de las competencias ciudadanas en la solución de conflictos en el aula.		
<b>Researcher</b>	<b>Reference:</b>	<b>Location:</b>
Margarita Ma. Salavarieta Castro	Salavarieta, M (2017) Desarrollo e implementación de un Objeto Virtual de Aprendizaje (OVA) para el fortalecimiento de las competencias ciudadanas en la solución de conflictos en el aula. Universidad de La Sabana. <a href="https://intellectum.unisabana.edu.co/handle/10818/29914">https://intellectum.unisabana.edu.co/handle/10818/29914</a>	Google academic
<b>Summary / quotes:</b>		<b>Key Words:</b>
<p>The design and development of the OVA emerged from the necessity of cover the violence problems presented at the school.</p> <p>"...durante el estudio de los 4 primeros temas, los estudiantes adquirieron aún más herramientas para el trabajo de solución de conflictos, y la segunda que los conocimientos que ya tenían los estudiantes sobre el tema fueron suficientes para este fin..."</p> <p>"En este transcurso de tiempo, se ha logrado que los estudiantes se empoderen sobre el tema de la solución de conflictos y pongan en práctica los conocimientos y habilidades que dejan como fruto en este año escolar la participación en un proceso de gestores de paz, delegando un representante al foro de paz de la localidad de Suba"</p> <p>"ahora sabemos que hay que dialogar antes de pegarnos o hacer agresión, nosotros ya no peleamos como antes"</p> <p>"uno siente rabia si lo empujan por ejemplo, yo a veces lloro y todo pero aprendí que no debo hacer lo mismo, claro que quisiera".</p>		VLO, Problem-solving, self-control, empathy
It was developed in school at Colombia, the participants were fifth graders. The use of the OVA had such good outcomes that the school used it with other groups.		

