



**Incidence of Educational Management in the Foreign Language Learning Process
through the use of the LMS (Learning Management System) myON**

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Bogotá- Colombia

2023 – 02

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We have no known conflict of interest to disclose.



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ABSTRACT

Education has been an important aspect in humans' lives, as it has brought up citizens who are able to adapt to the always changing and evolving society and its demands and requirements. Considering this importance, there have been many approaches and ways to improve it. Without a doubt, educational management is meant to improve the educational processes and requirements, including the learning of a foreign language. This study developed in a Colombian bilingual private school provides an analysis of the incidence of educational management in the foreign language learning process using the myON platform of sixth grade learners, seeking for solution postures to cause a change that leads to the improvement of the bilingual learning environment.

Key words: educational management, foreign language learning process, LMS myON, bilingualism, learning environments, socio-critical approach.



INTRODUCTION

Throughout history, humankind has been studying and analyzing different ways in which education can be improved so that learners and society in general can obtain benefits. With this in mind, education has evolved into a process in which stakeholders share experiences and carry out different approaches and activities to make learning happen in the best possible way. Hence, there are many currents and ways to study, analyze and understand these processes. From an educational management perspective, learning is a process that should include the perspectives and challenges of the globalized world, as well as the local needs of the learning environment. That being so, learning has become more flexible, accessible, and meaningful, so nowadays a learning environment cannot only be attached to a four-wall classroom. Learning environments have been evolving in order to fulfill globalized educational and social needs. A classroom can be seen as an ally that facilitates a learning process as long as it is friendly and adaptable; its main goal is to generate experiences and develop competencies by using technology to forge future citizens and education (Araque, 2022).

To analyze teaching and learning processes of any language is a very daring and challenging way to seek for problems that can present tensions in any of these environments, as they can be understood as changing agents needed to improve processes (Fernández, 1995). Henceforward, the importance of encountering tensions and analyzing them to provide stability to all the stakeholders. Education, a main part of life, demands deep analysis to administer knowledge, which will lead to people's arrangement in the dynamic process of life.



In that regard, the research which was carried out in the bilingual private school was aimed to seek for tensions growing in the learning environment regarding educational management due to the use of the LMS myON and how this has produced an effect on the social means and set ups in the educational system as a transformation vehicle.

RESEARCH QUESTION

How does the educational management address the foreign language learning process in sixth-grade learners at a bilingual private school from Cota, Cundinamarca?

MAIN OBJECTIVE

Analyze the incidence of educational management in the foreign language learning process through the use of the myON platform.

Specific objectives

1. Identify the key components in the private bilingual school environment regarding educational management and foreign language learning process.
2. Characterize the key components in the private bilingual school environment regarding educational management and foreign language learning process.
3. Relate the key components in the private bilingual School environment regarding educational management and foreign language learning process.

THEORETICAL FOUNDATIONS

In this section, the research shows two different aims, first to identify and contrast key concepts concerning the two main categories used: educational management and foreign language learning process. With this in mind, the other aim, underscores a literature review on the mirrored studies related to the research.

Theoretical framework

Taking into consideration that this research's first and foremost axis is educational management, there is the need to give context to specific aspects which were analyzed. Furthermore, and as the foreign language learning process was also analyzed, some aspects were contextualized as well. Following the educational management line of research, stated in the Master in Bilingual Learning Environments, it was mandatory to contextualize and characterize the LMS myON to make the scope of the research understandable.

1.Educational Management

UNESCO (2000) defines educational management as the administration of the education system. This for sure makes researchers reflect on the main goal of educational management stated by this organization, which is the creation of environments where there is promotion, support and sustainable teaching and learning processes that are carried out efficiently and effectively. Hence, global governments must seek the availability of relevant educational services for learners. To do so, it is mandatory to underscore efficient arrangements from and for the stakeholders. It is a must to provide quality resources, educational infrastructure, materials and equipment. Here the organizational skills of educational management are essential to create an optimal cost-effective process where the

service of quality education is delivered along with policies created to enhance this to be real.

The MEN (Ministry of Education in Colombia) in its article entitled: “*La gestión educativa es la vía al mejoramiento de la educación*” published in 2007 established that educational management comprises a set of organized processes that allow an institution or an educational department entity to achieve its objectives and goals. Appropriate management goes through moments of diagnosis, planning, execution, monitoring, and evaluation, all aiming to support each other and lead to the results defined by the management teams. Good management is the key, so that each member of an institution has a sense of belonging within the project that involves everyone. Internally, education institutions must centralize each decision to the education national policies and guidelines and to its internal policies guided by the PEI (Proyecto Educativo Institucional) to know where they are heading to.

1.1 Educational Infrastructure, Materials and Equipment

Infrastructure, as a support and key feature in the development of a learning environment. Taking this into account, management must provide and invest in resources so that stakeholders are able to carry out their roles in a proper way (Kapur, 2019). The afore-mentioned statement is highly related to the making decisions sections of the educational management category, as decisions can lead to investment in infrastructure and thus, the educational objectives can be achieved. Financial resources and educational planning are determinant in the development, improvement and incidence of the academic level of an institution.

In this framework, there are different types of infrastructure, starting from buildings themselves, passing through restrooms and the provision of proper water. What is the most important for this research are the conditions of classrooms and technology, because they can be related to the bilingual private school environment. That being so, the proper use of technology and set up spaces to provide learning, such as languages labs and IT classrooms, can facilitate processes when it comes to learning.

With that in mind, and as stated by the WORLD BANK in the book: The impact of infrastructure on learning, educational management is crucial to engage investments that show an effective process of planning and implementation. First, there is a need for an open dialogue that can carry out the involvement of all the stakeholders in the decision-making process to study recollected data, identify and analyze needs, as well as prioritize. Second, there is the need for ambition, which aims to improve equity. And, finally, there is a need for inspiration, that stands for initiatives that can lead to “changing” the world.

All in all, the infrastructure, materials and equipment rely solely on effective management and has an impact or influence on the processes that are accomplished by the stakeholders. The importance of counting with facilities to engage and support students’ learning processes is a must for educational management.

1.2 Implementing decisions/Decision making.

Schools, as with any other business, are organizations that must select what works and what doesn’t to keep going. Farfán et al. (2017) state that strategic educational management is the key to achieving what educational management seeks: quality in learning and teaching processes. To do that, Farfán et al. (2017) cited Pilar Pozner to explain what strategic educational management is as follows:

[...]a new way of understanding, organizing, and conducting both the educational system and the school organization, but this is only the case when the situational and transformational strategic calculation is recognized as one of its foundations and only to the extent that it precedes it, presides over and accompanies educational action in such a way that, in the daily work of teaching, it becomes a practical process that generates decisions and specific communications.(Pozner, cited in pec, 2010: 65).

To fulfill the requirements and make decisions, strategic educational management aims to provide stakeholders with tools and theoretical-practical approaches such as self-management, planning, and evaluation to carry out actions aimed at improving and transforming reality and its school context, particularly teaching-learning processes. All of this is necessary to promote transformational leadership in which the leader can work collaboratively with the team. As Farfan et al. cited Casares “School directors and school administrators must be true leaders; that is, a leader [...] must permanently seek formulas and strategies that make 'everything better', involving the team of collaborators in the formulation of proposals and alternative solutions" (2010: 92). In this sense, the formation of transformational leadership develops certain capacities that allow the manager to promote profound changes in the school organization.”

That being so, the best way to decide the usage of an LMS cannot be limited to what the curriculum expects to be done. It must take into consideration the situation itself, its advantages and disadvantages, and what each stakeholder thinks about it, aiming to get the most accurate benefit for the whole academic community.



1.3 Strategic Thinking and Educational Management

The concept of strategic thinking stated by Román Muñoz, O. (2010) has direct implications for educational management. In the context of the investigation project, the analysis of key components in the private bilingual school environment regarding educational management and foreign language learning process can benefit from the principles of strategic thinking. According to Román Muñoz, O. (2010), strategic thinking involves reflection and action that shape the future of an organization. Similarly, educational management requires administrators and educators to think strategically to set coherent objectives and procedures for effective educational practices. By applying strategic thinking in educational management, administrators can align their daily actions with long-term educational goals and establish a logical sequence of evaluation, preparation, and analysis of situations related to the implementation of educational strategies.

Furthermore, the integration of senses with reason in strategic decision-making, as highlighted by Román Muñoz, O. (2010), is crucial in the context of educational management. Educational administrators need to consider both objective data and subjective perceptions and emotions when making decisions related to educational practices, curriculum development, and resource allocation. By integrating these elements, administrators can gain a comprehensive and balanced understanding of the educational environment, leading to more informed decisions that contribute to the sustainable growth and improvement of the educational institution.

Moreover, Román Muñoz, O. (2010) emphasizes the importance of strategic thinking in adapting to changes and exploring possibilities. In the field of educational

management, this implies being proactive in anticipating and addressing challenges, as well as envisioning and preparing for future educational scenarios. Strategic thinking in educational management involves ethical values, social responsibility, and the formulation of a clear mission and vision for the institution. It guides the direction of the educational institution towards desired outcomes, such as improved learning outcomes, effective teaching practices, and the identification of new opportunities for educational advancement.

The principles of strategic thinking discussed can be applied to educational management. By adopting a strategic thinking approach, educational administrators can effectively analyze the key components of the educational environment, establish coherent objectives and procedures, integrate objective data with subjective perceptions, and prepare the institution for future challenges and opportunities.

2.Foreign Language Learning Process

In the Colombian context, there is a misunderstanding regarding the foreign language learning process and bilingualism. The second will be worked forth to develop the bilingualism ideals to carry out the proposed analysis. Under this consideration, the foreign language learning process is one of the most innovative or important learning processes nowadays, as it allows learners to study a nonnative language in an environment to be able to communicate their ideas in a globalized world. As stated by Moeller and Catalano (2015), there is a differentiation regarding foreign language learning and second language, and it is basically that the second one requires that the learner is involved in a context or environment where the second language is spoken. The foreign language is the one that



“creates” an environment to carry out a process of teaching and learning where learners can develop the main four skills in the language.

According to the Common European Framework of Reference for Languages (2002) the learner of a foreign language does not stop acquiring his/her mother tongue and understanding its own culture, the language learner becomes plurilingual and develops interculturality. *“The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how.”*

Hence, the foreign language learning processes have been subject to many approaches, beliefs and methods to promote acquisition and proper development. That being so, this research aims to a multicultural idea of the process, where learners are aware of their own identity and context and can understand that learning a foreign language does not change who they are, this is achieved by promoting an intercultural education (Truscott, 2009) that underscores learner agency as well.

2.1 Learner Agency

Through the years, learning was a process that relied on teachers' capacity to provide knowledge in a controlled learning environment to individuals willing to learn. Despite teachers' efforts to follow trends like learner-centeredness to make them active in their learning process, sometimes students are not aware of it. That's why students are required to exercise what is known as learner agency. As OECD states student agency as the ability to set a goal, reflect, and act responsibly to effect change. “It is about doing rather than being acted upon, molding rather than being molded, and making responsible judgments and choices rather than accepting those imposed on us by others” (OECD,



2019). Students are required to have the self-confidence to question what is given and what they are giving as well, to construct a better way, and build up not only knowledge but credence in their role. Which leads them to meaningful learning experiences.

To encourage students to be active, every stakeholder in the learning environment must pursue this goal; otherwise, the outcome will not be successful. “In education systems that encourage student agency, learning involves not only instruction and evaluation but also co-construction. Co-agency is when teachers and students become co-creators in the teaching-and learning process. The concept of co-agency recognizes that students, teachers, parents and communities work together to help students progress towards their shared goals” (OECD, 2019). Educational management is the key component to lead learning environments through the path where student agency can be performed from the daily classroom activities to students' everyday lives. Although students are building up meaningful experiences, a leader, an adult, is needed to guide because as the OECD mentions “student agency does not mean that students can voice whatever they want or can choose whatever subjects they wish to learn (...) student agency implies a sense of responsibility as students participate in society and aim to influence people, events and circumstances for the better. Agency requires the ability to frame a guiding purpose and identify actions to achieve a goal (OECD, 2019)”

2.2 Bilingualism

It is normal to generate a unique concept when trying to define something, however, this does not happen when we want to define bilingualism, which has evolved, and as a consequence, it is difficult to reach a single definition given that in recent times

components such as sociological, linguistic, labor, cultural and pedagogical have had a serious impact on its definition.

When talking about bilingualism, it is necessary to generate a reflection not only on its generalities but also on the implications that exist at a social, pedagogical, cognitive, and cultural level, since these characterize the development of linguistic and communicative competence. Understanding what bilingualism is, it is necessary to have the accurate openness and build a holistic definition that allows us to generate a dynamic comprehension.

A generic concept of bilingualism defines this as the use of two languages with a certain level of proficiency. However, bilingualism is understood as a complex network of interconnected abilities in which there is no clear hierarchical organization. Consequently, a bilingual person is someone who can select and use different skills according to the context in which they are found. Therefore, it could be stated that bilingualism is not a concept or a set of static skills (Gomez, 2015).

However, that generic concept privileges languages over speakers and it is necessary to state that bilingualism is not just a study for acquiring and using languages systems (Heller, 2008). It is evident there is a need to define a modern bilingualism considering social practices, communities and sure enough citizenship. The previous conception of bilingualism perpetuates both ethnic and racial stereotypes related to colonialism that has been related to bilingualism (Macedo, 2000). Unfortunately, in Colombia there is an English only movement as named by Macedo, where English is privileged over other languages, and it is considered to have a better quality of life and to give people skill to have better performances in 21st century skills. Despite that,

bilingualism must be conceptualized as a social and cultural complex construction in which there are different types of “equal” interactions on micro and macro levels of society.

As stated by many authors, it is mandatory to abolish dominant language ideologies and start working on changing bilingualism perceptions as well as education policies to build an ultimate construction where citizenship, pluralism and interactions can build a bilingualism process to ensure a disruptive change in social constructs.

2.2.1 Bilingual learning environments

Learning environments have been transforming leading into a whole new wave of great changes when it comes to education. All the framework related to learning environments is very important to this research, as it will help better understand and characterize the learning environment in which the myON pedagogical strategy was developed. The chosen literature allowed researchers to enclose the categories of the framework worked on. To begin with, it is essential to state, as Makela did, that learning environments are prone to develop improved learning, health, and social learning outcomes (Makela, 2021). Here it is important to highlight the role of learners as the core of any learning environment.

Continuing, the OECD handbook for innovative learning environments set up a list of principles that work together to create a meaningful process involving all the stakeholders. These principles consider the following aspects: learners, interaction, meaningfulness, social nature, educators, differences, challenges, expectations, and horizontal connectedness (OECD, 2017). As stated by the OECD, effective learning environments always work toward the engagement of all stakeholders creating a significant lifelong learning with competences that allow adaptedness.

2.2.2 Policies Regarding Bilingualism

Aiming to comprehend what is expected for students to learn, it is necessary to take into consideration the guidelines and policies given by the MEN (Ministry of Education in Colombia) and the ones adapted in the bilingual private school. Firstly, we have the “Estándares básicos de competencias en Lenguas extranjeras Inglés” where MEN set up educational policies to favor not only the mother language, the Colombian native languages but also the learning of a foreign language. Digging into what is expected for sixth graders to know and do; MEN describes in detail what students will be able to do at the end of the school year in each of the communicative competence: reading, writing, listening, and speaking (conversation and monologues), it’s important to mention that MEN has determined the level of performance by dividing and assigning per grades groups the corresponding performance. Fifth and sixth graders should end up with an A2.2 level.

On the other hand, in the research context, as a bilingual education institution, has established for sixth graders B1.1 goals and competences in order to fulfill its main and specific objectives in which they want to adapt strategies, especially technological ones, to facilitate the learning of English as a foreign language, allowing students to be prepared for a local and international test (Prueba Saber- Cambridge and IELTS).

All the policies and guidelines are based on the Common European Framework of Reference for languages that classify users in common reference levels: basic (A1-A2), intermediate (B1-B2), and advanced (C1-C2).

2.3 Language Learning Experience through Digital resources and systems

Regarding learning management systems, it is important to highlight the importance they have when it comes to providing effective support in learning environments and their

innovation. This category will start with the support of literature to convey a theoretical framework. There is a literature collection about LMS and E-LEARNING to show the research opportunities there are in this field. A learning management system provides solutions to promote interactions between the stakeholders of a learning environment to facilitate the learning process through innovation and support in e- and blended learning environments (De Oliveira et al., 2016).

The learning environment has gone beyond a four-wall classroom, allowing students to have flexibility in their learning process. To establish and support those e-learning or blended learning processes, a specialized software platform is required. A learning management system (LMS) is a platform that integrates basic functionalities such as course management, contents, student management, communication systems, and evaluation criteria. (Herrera et al., 2019). To facilitate the teaching and learning process in an evolving way. All of this involves a series of technological, operational, and administrative resources required to keep the LMS working properly.

A LMS is a great educational resource that compiles old, new, and current data to provide teachers and students with an innovative and dynamic way to learn and be assessed. But the LMS requires an IT team that should be responsible for the installation, configuration, and adaptation of its needs. In addition, there must be an "in-house" technological infrastructure, such as machines, storage space, network functionalities, security, etc., necessary for the administration of the LMS (Herrera et al., 2019). It also requires full training in how to use it completely for it to be as useful as it can be in the learning environment.



2.3.1 myON

After looking thoroughly at the literature regarding the LMS myON, its characterization, and pedagogical components, it was evidenced that there are no articles, books, or resources on this matter. Taking this into account, the researchers decided to conduct the investigation of literature regarding LMS, which allowed them to better understand the components, stages, and uses of Learning management systems in learning environments and relate them to myON. Here is the description of the myON platform: Renaissance is a learning resources and technology creation enterprise that counts with more than 30 years of experience in many countries. Created in 1986, Renaissance has supported many educators and learners all around the world to accelerate learning. Renaissance created myON, which is a student-centered platform, there, learners can find more than seven thousand titles to read, including different levels and topics.

To start a process in the myON platform, students must take an exam which will give them the level and Lexile (level of difficulty of a book). After this process, students can log in to their preferences when it comes to reading and where they are going to have suggestions on the main page. Furthermore, myON allows teachers to assign books to read and to develop different types of projects with them.

In Colombia, this platform is offered by UNOi, which is a project that aims to impact education by offering solutions (books, LMS systems, support and technology) to schools. In the bilingual private school stakeholders count on UNOi for the physical books as well as myON as a support for foreign language learning process.

Continuing with myON, its main purpose is to accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds worldwide (© 2023

Renaissance Learning, Inc. All rights reserved). This LMS is aimed at different aged-students and their families to broaden reading opportunities throughout the school day and sure enough, to involve parents and the community.

This LMS is characterized for three main features:

- **Equitable:** All students have an equal opportunity to read and grow with the vast variety of books offered by the platform.
- **Personalized:** The platform has smart recommendations for every single reader, which guarantees that learners will be reading exactly according to their level and Lexile.
- **Supportive:** Aimed to empower students by reading and using the different tools offered by the platform.

Figure 1.

How does myON work?



Note: Image retrieved from the myON website:

<https://www.renaissance.com/products/myon/explore/>

ACTIVE READING TOOLS PROPOSED BY myON



- Close reading: By using a built-in highlighter, students can make connections and take notes.
- Active note taking: Sticky notes can be used by students to express whatever they want as they read.
- Citing evidence: Students can learn how to properly cite a book in a journal or notebook.
- Graphic organizers: Students can arrange their thoughts and ideas regarding the reading.
- Written essays: Assigned by teachers, students can express their thoughts through writing tasks.
- Reading out loud: Students can record themselves reading books so that they can improve pronunciation and narration.

LITERATURE REVIEW

In this section, researchers describe some previous investigations they could mirror to identify similar characteristics of learning environments and uses of LMS studied from the perspective of the educational management.

Rengifo Bernal, S. L. (2022) Factores de la gestión pedagógica y administrativa que inciden en los resultados de las pruebas SABER 11 (Periodo 2018 al 2020).

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<https://orcid.org/0000-0001-9589-5457>

Thinking about school usually isolates educational management from the academic area. And somehow, it is thought that academic outcomes and results are not related to educational management, but nowadays, to improve academic results, investigators have targeted educational management as a key component that affects academic results. Sandra Liliana Rengifo's investigation sought to find factors of pedagogical and administrative management that significantly affect the outstanding results of the Saber 11 tests in Bogotá. This research confirms that in schools with higher results, pedagogical and educational management is always changing and adapting to fulfill school needs. "Management teams and leaders work from several fronts in the pedagogical and administrative processes, such as: a) the definition of favorable objectives for the educational community; b) the strategic allocation of resources to achieve annual goals; c) managing and leading for quality teaching; d) leading the learning and teacher training processes; e) promoting pleasant, orderly environments and cultivating a climate conducive to teaching and learning; and finally, the articulation between educational institutions and the community." (Reginfo, 2022, p. 257).

Mufidah, I., Husaini, L. R., & Caesaron, D. (2022). Improving online learning through the use of learning management system platform: A technology acceptance model-technology readiness index combination model approach. Jurnal Teknik Industri, 24(1), 61–71. <https://doi-org.crai-ustadigital.usantotomas.edu.co/10.9744/jti.24.1.61-72>

de Oliveira, Paulo Cristiano; Castro de Almeida Cunha, Cristiano Jose; Keiko Nakayama, Marina. Learning management systems (LMS) and e-learning management: an integrative review and research agenda jistem: Journal of Information Systems and Technology Management, vol. 13, núm. 2, enero-abril, 2016,



pp. 157-179 Universidade de São Paulo. <https://doi.org/10.4301/S1807-17752016000200001>

The previous investigations were taken into account because, nowadays, globalization and easy access to information have made the learning process open to new ways of learning. After the COVID-19 pandemic, where the education system initially was conducted offline, it had to adapt to information and communications technology (ICT) strategies to accomplish learning and teaching processes. Fortunately, some institutions only had to reinforce their online systems; others needed to start from scratch. So, the Learning Management System was the key to keeping up. The study done by Mufudah in Indonesia recommends that “the LMS's ability to support learning activities could be represented by a higher intention to use the LMS. Implementing this recommendation, it is expected that online learning will better facilitate the learning activities and improve the student's performance.” (p.69) That being so, educational management plays an important role, as de Oliveira et al. state by citing Bof (2005), “e-learning is complex and requires efficient management so that educational outcomes can be achieved. It is essential to establish methods and mechanisms to guarantee that this system functions as intended. Once the following components are defined: educational goals, instructional design, steps and activities, mechanisms to support the learning system, technologies to be used, an evaluation system, formal academic procedures, and the functioning of the system, e-learning is made up of several components that must operate in an integrated manner.” (p.162)

METHOD

The master's degree in bilingual learning environments at Universidad Santo Tomás has educational field as its object of study, taking as a reference the educational practices in social contexts, this route implies keeping in mind that the object of study has a perspective that seeks to respond to the needs of the 21st century and provides orientations of educational actions that generate meaning and equity within the social-cultural diversity (Rodríguez & Araque, 2020).

The educational management is the starting point for the research development, since the research has as a reference, a problematic reality that seeks to be answered from the academic field (Rodríguez & Araque, 2020). Now, this research aims to go beyond, not just to identify the problematic, but to analyze the incidence of the educational management in the foreign learning process through the use of the myON platform by the sixth-grade learners in a bilingual private School from Cota, Cundinamarca.

Type of research

This research was conducted as a qualitative study because as Hatch (2002) has stated "Qualitative studies try to convey the perspectives that actors use as a basis for their actions in specific social settings." (p.7) So, to conduct this analysis, researchers needed to evaluate the social circumstances offered by the bilingual private School in the usage of the platform myON to contribute to the study of a foreign language (English). Because the human capabilities to participate in social life are the same that enable qualitative researchers to make sense of the actions, intentions, and understandings of those being studied (Hatch, 2002, p. 9).

Instrument 1: Participant and non-participant observations

In pursuance of those objectives, to obtain meaningful qualitative data to carry out the research, the investigators used two different main techniques of observation: participant and no participant. By conducting observations in the fieldwork, it was possible to gain a deep understanding of the incidence of educational management in the learning process through the use of the myON platform.

Participant and non-participant observation techniques can help to identify patterns and variations from two perspectives: as a participant and as an observer. Both are needed because as Hatch (2002) describes observation is a firsthand experience that allows the researcher to be open to discovering inductively how the participants are understanding the setting (p. 72)

For starters, observations in the participant and no participant categories were performed. That being so, the researchers developed interviews in which they included and analyzed the following categories:

Table 1.

Research categories.

EDUCATIONAL MANAGEMENT (Research category 1)	FOREING LANGUAGE LEARNING PROCESS (Research category 2)
- Educational infrastructure, materials and equipment. - MyOn implementation decision	- Learner Agency - MyOn Platform

The scope of this research is to provide the bilingual private School with a reflective posture of its educational management deployment in the foreign language learning process using the myON platform.

Instrument 2: Interviews

Interviews are used by qualitative researchers to uncover the meaning structures that participants use to organize their experiences and make sense of their worlds. These meaning structures are often hidden from direct observation (Hatch, 2002, p. 91), so in the direction of this analysis, interviews are a great way to achieve the objectives.

Table 2.

Data-collection Instruments.

Instrument	Objective	Participants
Participant and non-participant observations	Identify the key components in a private bilingual School	Educators
Interviews	environment regarding educational management and foreign language learning process.	Administratives Learners

Instrument 3: Matrices development

In the interest of carrying out objective research and sure enough a multiple perception from all the edges, including the worked categories and subcategories, the researchers will take advantage of the use of matrices to achieve the proposed goals.

Table 3.

Matrix Instrument.

Instrument	Research objective	Participants
Matrix 1: Documental revision	Identify the key components in the private bilingual school environment regarding educational management and foreign language learning process.	N.A
Matrix 2: Interpretation of the obtained results through the instruments.	Characterize the key components in the private bilingual school environment regarding educational management and foreign language learning process.	N.A
Matrix 3: Triangulation of the results from matrix 2 and the documental analysis from matrix 1.	Relate the key components in the private bilingual school environment regarding educational management and foreign language learning process.	N.A



Participants

The research focused on sixth graders participants because they were in the transition from elementary to high school, moreover they had just taken the international exam KEY, which certified them with an A2 level of proficiency in foreign language learning process, according to the common European framework. Sixth graders are starting to work on a B1 level to be able to take the PRELIMINARY ENGLISH TEST when they are in eighth grade.

Our participants were two groups of sixth graders, who share similar features regarding age, socioeconomical background and foreign language proficiency levels.

As stated before, the research was conducted in a bilingual private school in Cota, Cundinamarca, so, to be able to carry out the specific objectives, it is necessary to characterize the following aspects of the learning environment:

Characterization of the bilingual learning environment and participants.

The bilingual private school where the research was conducted was founded in 1989. Its founders wanted to generate a positive impact in the country by improving citizenship and educating in values and catholic principles.

Throughout the years, the school has adapted to the upcoming challenges society has upbrought. Hence, the physical environment of the school has been improved to give students the opportunity to share in an eco-friendly area. Furthermore, the school became bilingual to prepare students to be successful in a very challenging and globalized society.

With that in mind, the school has been working on improving and reinforcing the bilingualism process so that students are able to achieve their goals. International exams are

a very important part of this process, as they certify the learner's English performance.

Students can have an international exam preparation from early years. Moreover, students have between 4 and 6 hours of instruction in English.

Talking about the educational service providing, the school counts with an educational quality management that is enormously recognized in Colombia. It started with the ISO 9001 certification which has been granted to the school for many years and has ensured that the educational service provided aligns to the institutional vision and mission. After having the ISO 9001, there was a new addition to the educational management: the creation of the sole educational management system, which was ISO 21001. Right after the new system was shared the school started working towards obtaining it. In 2022, the school's management system got the certification.

This bilingual learning environment counts with learners from early years in preschool to teenagers in high school. These learners in their majority have socio economic means to attend a school like this one. Moreover, some of the learners are prone to going abroad to practice their performances in foreign languages.

The learning environment has as one of its policies that there is a certified bilingual learning environment that allows learners to interact in outer-class situations which encourages them to practice what they have learnt. Regarding this, it is important to name that some of the learners do not feel comfortable interacting in a foreign language.

Regarding the educators, there are some who can communicate in English but do not have a certified level, moreover there are some of them who do not feel comfortable interacting in the foreign language. On this matter, school does not demand educators to have a certified level to develop their labor as guides in the learning environment.



Furthermore, they are asked to implement strategies to promote citizenship and catholic values to the learners.

Characterization of the institutional educational process.

As stated by UNESCO, the institutional educational plan is an instrument which allows the strategic management in educational establishments to achieve goals, that is why this is essential when it comes to transforming and improving educational management (UNESCO, 2022). For every single establishment which offers an education service, it is mandatory to have an institutional educational project as asserted by article 14 of the 1860 decree from 1994. (MEN, 2010). That being so, this project aims to involve every single part of the community to make them participants of the goals, sure enough considering the sociocultural and economical background.

To fulfill the project, it is essential to consider the following aspects:

- Identity.
- Diagnosis.
- Pedagogical proposal.
- Management proposal.

Hence, the institutional educational project of the bilingual school was characterized as follows:

Identity

The school's mission is to transform the world by educating with love, and its vision is: "the best place to grow". In these we can evidence the importance given to the integral perspective when bringing students up. Moreover, the school counts on some principles which support them:



- Reason: understood as the principle which develops intelligence, and a critical sense to contribute to society.
- Faith: students are highly influenced by Jesus.
- Fraternity: The slogan “all for love” strengthens the educational framework carried out in this school.
- Sensibility: Students work in a dynamic process where they can develop art expressions, as well as their responsibility and discipline.

Continuing there are some principles which enable the pedagogical activity developed in the school:

- Knowledge.
- Responsibility.
- Values education.
- Spiritual background.
- Prevention.
- Attention.
- Follow-up.
- Communication.
- Continuous improvement.

Moreover, the school has a philosophy, which is based on the previous principles and whose scope is to create leadership with noble ideals to achieve excellence.

Summarizing the slogan and ideal “all for love” perfectly aligns with the 21st century requirements for citizenship and mutual well-being.

Diagnosis



In the school policy, there is evidence that the learner is the focus of the educational process, that being so, it is mandatory for the school to seek their benefit and continuous improvement. Thus, learners are the priority to make the system work for and for them. Needs, expectations and sociocultural background are the main resources for the creation of goals and plans in the educational management system, and sure enough in their foreign language learning process.

Pedagogical Proposal

Within the pedagogical proposal considered in the bilingual private school, we can find the learner as the center of a dynamic process in which knowledge is built according to the sociocultural context. What the pedagogical proposal aims to is to have a meaningful process for learners, where their needs are met with the nowadays challenges in society. That being so, the main approaches used are constructivism and meaningful learning. Talking about the educator, s/he is seen as a mediator in this process that empowers students with Christian ideals and bilingualism as an articulating axis that aims to the achievement's fulfillment.

Moreover, and to strengthen the learners' abilities, the school adapts the flipped classroom approach so that they don't have any affectation when it comes to their learning process. The flipped classroom methodology states that learners must study and prepare the lessons before the class, learners can have a first glimpse to the contents they will be developing during the classes, thus promoting classroom interaction, critical thinking development as well as having an educator role as a guide.

Bilingual Project

This project has a main objective in training students in English as second language acquisition to meet nowadays educational and working qualifications demands. Hence, the

school has developed a bilingual program in which learners can strengthen their communicative skills: writing, reading, listening and speaking, improving their English level and performance using vocabulary acquisition and grammar study. In this process, it is essential that all the stakeholders who are in contact with learners promote a bilingual environment and become an important part of the project.

Here it is important to mention that French is part of this project, being a plus when we talk about an integral formation of learners who can face the different challenges set by today's sociocultural needs.

Furthermore, learners must show their commitment to their bilingual process by taking international exams to certify their performance as follows:

Table 4.

School international tests.

Fifth grade	KEY
Eighth grade	PET
Eleventh grade	IELTS

In addition to the pedagogical proposal, the school counts on the support of UNOi, which is considered an innovative pedagogical system that allows learners to face the 21st century challenges of the educational world. This model has as its axis two main programs: the educational performances and the bicultural English program inside the school which guarantees that learners grow up in a bilingual environment. Furthermore, this UNOi



program gives permanent training to the community's stakeholders and helps in the school digitization process, to strengthen the education for citizenship and happiness.

Table 5.

Bilingual Private School PEI

Identity	• Mission: To transform the world through education with love. • Vision: "The best place to grow." • Principles: ○ Reason ○ Faith ○ Fraternity ○ Sensibility
Pedagogical Proposal	• Learner-centered approach. • Constructivism and meaningful learning. - Educator as a mediator. • Flipped classroom methodology. • Bilingualism as an articulating axis.
Diagnosis	• Learner-focused educational process. • Priority on learners' benefit and improvement. • Use of needs, expectations, and sociocultural background for goal setting. • Focus on foreign language learning.



Management proposal

- Quality committee: Principal, school director, quality coordinator, and process leaders.
- Quality handbook for stakeholders' understanding of school processes.

Bilingual Project

- Objective: Training students in English as a second language.
 - Bilingual program to strengthen communication skills.
 - Inclusion of French.
 - International exams for certification.
 - Support from UNOi for 21st-century challenges and digitization.
-

Management proposal

To have continuous follow-up the school created a quality committee conformed by the principal, the school director, the quality coordinator as well as the processes leaders. Moreover, the committee created the quality handbook so that every stakeholder has a vast knowledge of the processes carried out in the school.

Quality Policy

- Quality education and inclusion in the learning process.
- A visionary leadership.
- Innovation, educational, scientific and technical development.
- Sustainability, aligned with the SDG 2030



- Management of intellectual property.
- Fulfillment of the provided service requirements.
- Fulfillment of the needs and expectations of the stakeholders.
- The best human talent, dynamic and engaged.
- A strategic orientation towards excellence.

Quality Objectives

Table 6.

Quality objectives

Generate a sustainability culture that can favor the optimization of resources, the economic viability, the continuous improvement of the educational service and the satisfaction of the interested parties.

Guarantee permanent curricular updates with an integral approach for higher standards.

Project avant-garde elements related to innovation and educational development that strengthen competences.

Guarantee academic excellence from the competences' improvement of the dynamic human talent.

Note: Information taken from Bilingual Private School quality policy

Educational management in the learning environment

The educational management set up was shared with the stakeholders using the handbook quality system, which is the tool that provides bullet points to understanding and carrying out the educational service to achieve the pursued goals. That being so, in past years the school has been transitioning from the ISO 9001 norm to the ISO 21001, which is solely concerned in the educational matters. Having said that, the school aims to project

itself as an educational institution of first level by implementing educational management as a tool to meet the expectations of the provided service in terms of excellence.

In the handbook quality system, it is stated that all the processes are in constant evaluation, assessment and improvement. Thus, its objectives are mainly related to documenting and communicating. The first is to establish, implement and improve the management quality system in its processes and interactions, and the second is to inform the stakeholders about the regulations and policies regarding the educational service provision.

Steps For The Projection To The Future:

- Research and analyze global trends.
- Meeting with project leaders for the ideation phase.
- Scope definition and strategic planning.
- Leaders' assignment and follow-up.
- Define early victories, new challenges and new routes set up.

Table 7.

Bilingual Private School Processes.

Managerial	Missional	Support
Strategic management	Academic management	Management of materials
Quality management	Academic administration	and infrastructure.
	Well-being and convivence	Administrative
		management.
		Human talent resources and
		development.



Note: Information retrieved from Bilingual Private School the handbook quality system.

Furthermore, the handbook quality system states the leadership model which specifies some features which are mandatory to bear in mind. Between these, researchers found clear vision or perspective, fair deal, focus on the learners, potential delegation and usage, assessment, setting examples and coherence. Thus, this learning environment counts on leaders in administrative, coordinators, processes, educational areas, projects and missions.

Talking about policies, the handbook describes the following:

- Excellence management policy.
- Ethical behavior policy.
- Well-being for equilibrium policy.
- Inclusive and diverse education policy.
- Personal data processing policy.

Decision making in the learning environment.

Mainly, decisions in this learning environment are made based on the evidence, analysis and evaluation of data and information, as it is considered these decisions can lead to the desired results.

Possible Actions

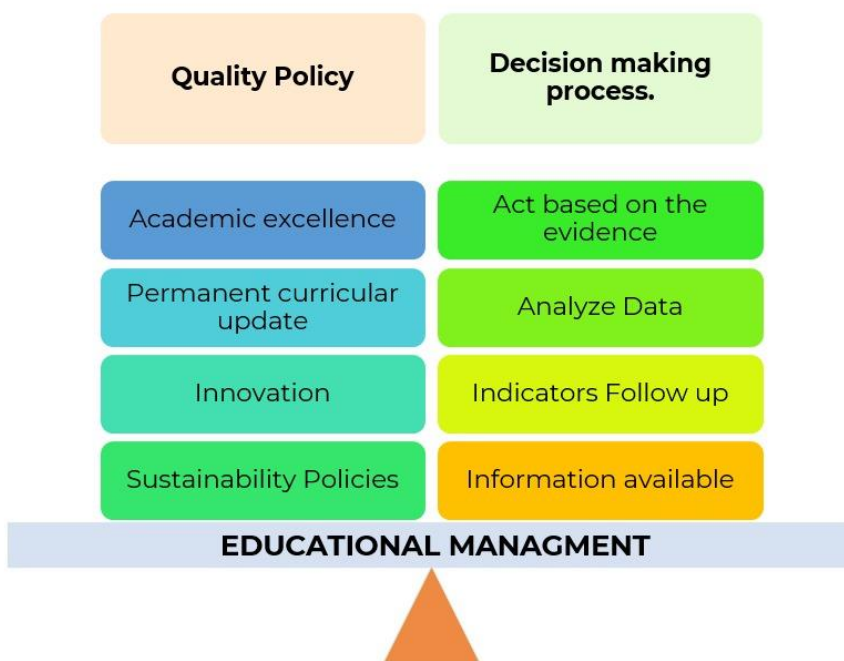
- Determine, measure and make a follow up to the key indicators to demonstrate the organization's performance.
- Make sure the data, information and the learning resources are available for the relevant stakeholders.
- Analyze and evaluate data and information using the right methods.



- Make sure people are competent to analyze and evaluate the data as needed.
- Make decisions and act based on evidence and balanced with experiences.

Figure 2.

Review of the educational management and decision making in the learning environment.



Note: Figure designed by researchers.

DATA COLLECTION AND APPLIED INSTRUMENTS

The instruments were applied directly in the learning environment by the researchers as follows:

Participant observation.

Since one of the researchers is part of the learning environment, this facilitated the process of carrying out a participant observation. In this matter, the researcher made two participant observations which were centered in the two main categories and the four subcategories as follows:

Table 8.

Participant Observation.

Instrument	Objective	Participant	Time
Participant observation 1	To identify the key component of the	Sixth Grade	1 hour 45 minutes
Participant observation 2	learning environment regarding educational management and foreign language learning process.	Sixth Grade A	1 hour 45 minutes

Nonparticipant observation.

This was developed by one researcher who was able to attend the school and carry out the instrument. Moreover, this made it possible for the researcher to interact with

stakeholders from the learning environment, which made it easier for researchers to develop further data analysis. Taking that into account, the instrument was carried out as follows:

Table 9.

Non-Participant Observation.

Instrument	Objective	Participant	Time
Non-participant observation 1	To identify the key component of the	Sixth Grade	1 hour 45 minutes
Non-participant observation 2	learning environment regarding educational management and foreign language learning process.	Sixth Grade A	1 hour 45 minutes

After carrying out these observations, each one of the researchers developed a field diary taking into account the main categories and subcategories, this allowed the other researcher to analyze the collected data with an objective educational management perspective to continue with the following research step.

Interviews

The researchers developed four guided interviews with administrative stakeholders to ask for their perception of the use and development of the LMS myON regarding the foreign language learning process and educational management. That being so, researchers had perspectives of the UNOi coach, the school principal, the head of the languages

department and a school educator, who are aware of how the educational management permeates the foreign language learning process considering the use of the LMS myON.

Continuing and giving voice to all the stakeholders of this learning environment, learners' interviews were carried out seeking their thoughts about the use of the LMS myON itself and its incidence in the foreign language learning process.

This allowed researchers to hear the insights of stakeholders regarding the educational management process and its influence on procedures and decision making related to the foreign language learning process carried out in this learning environment.

Table 10.

Administrative interviews.

Instrument	Objective	Participant	Time
Interview 1	To identify the key	School principal	21 minutes
Interview 2	component of the learning environment regarding educational management	Head of the languages department	13 minutes
Interview 3	and foreign language learning process.	UNOi coach for the school	23 minutes
Interview 4		School educator	13 minutes

Table 11.

Learners' interviews.



Instrument	Objective	Participant	Time
Interview 1		Learner 1	4 minutes
Interview 2	To identify the key	Learner 2	4 minutes
Interview 3	component of the	Learner 3	4 minutes
Interview 4	learning	Learner 4	4 minutes
Interview 5	environment	Learner 5	4 minutes
Interview 6	regarding	Learner 6	4 minutes
	educational		
	management and		
	foreign language		
	learning process		

ANALYSIS AND DISCUSSION

The researchers developed different matrices that allowed them to create different crosses of information to check all the variables and give consistency to the outcomes of the research. With this in mind, and as stated by Vera (2016), the matrix perfectly integrates the objectives and the question regarding the research. Doubtless, this engages researchers to an objective exercise to obtain results and provide further guidelines to the learning environment.

Matrix 1: Documental Revision

Several articles and studies have approached educational management and foreign language learning processes to update and improve the learning environment, aiming to solve, identify, or frame the issues in their learning environment at that time. Based on those investigations and to have a wider view of the constructs of this investigation, a documental revision matrix was done. It illustrates the different articles related to the main categories that were covered in this research exercise.

Matrix 2: Analysis of the obtained results through the instruments.

Following the application of the chosen research tools, the data was meticulously recorded and organized. The research's need for a first strategy resulted in the creation of a matrix that allowed researchers to recognize and validate the categories and make preliminary inferences from the gathered data.



Matrix 3: Triangulation of the results from matrix 2 and the documental analysis from matrix 1.

The necessity to compare the data with the theoretical framework initially chosen in the documental matrix resulted in the establishment of a third matrix, where conclusions were drawn after the data had been gathered and early inferences had been formed.

Matrix 4: Analysis of the emergent category: the socio-critical perspective

The analysis from the emergent category, a socio-critical perspective was required to fully complete the course provided for this research, considering the conclusions obtained from the third matrix. As a result, matrix number four emerged.

DATA CODING

Grounded in content analysis and in order to have a deep understanding. This analysis started with a coding process defined by Creswell (2009) as the process of organizing the material into chunks or segments of text before bringing meaning to the information. Based on what Creswell defined as *in vivo coding*, which is based on the actual language of the participant.

Once all data was read and reviewed a content analysis was done. There, patterns and frequency of data could be identified, which led to a relational analysis, codes were bundled by similar or related codes, leading to two categories: collaborative construction of knowledge and Linguistic and cultural colonialism.

Table 12.

Invivo coding (administratives)

Invivo coding (participants' exact words or phrases. Creswell, 2009) based on Administrative Interviews				
	Principal	Head of Language department	English Teacher	UNO-I Coach
CATEGORY	-if students are interested they are going to work a lot more in producing it	-what is important for us, is that the student is able to communicate. in any context.	- The role of the learner is to be aware of his or her identity to be able to interact	-With the communicative approach, having clear objectives and having students being the



- So it's a way of bringing materials to students, so they can explore different kind of means to their life

- the commitment from some students and teachers to use the platform and to use it at home or here.

-, the commitment from teachers that they normally are gonna make students read and listen to whatever there is and the platform

-Combined with the skill that teacher can give to the learning process, and the motivation that they're giving to students so

- a lot of books that can help students to develop their critical thinking and all the the skills that we are looking for.

-Parents are not really, really, really involved with the use of platforms for the students.

- they know the existence of the platform, but they they don't access or they don't know how it works.

- we don't have the, the computers or the iPads all the time available.

collaboratively using the foreign language to promote meaningful interactions

- Teachers develop meaningful activities that promote interactions and collective knowledge building

- it is important to have guidelines and effective training for us to do better.

- There is evidently a need on building

center of the of the whole class.

-it totally depends on how the teacher models and how the teacher goes forward with the use of the books.

- the impact of such platforms highly depends on teachers.

-. Let's say teachers don't really make the most out of it.

- some teachers might might see it as an extra work, but it's not. it's it's quite a benefit.

- it depends also on how far the schools let coaches go in regards To work with parents.



that they can use it in - I mean the learners' agency
their free in their free platform would be to take the best
time, right? at home. more useful if we of the platform
- parents let their kids, had more tools here use.
you know they're their to implement. - the expectation
own thing and they -the teachers are would be more
don't get that involved doing what I asked support with
for your own Time them to do. guidelines and
management thing -sometimes we with appropriate
- So I don't think they have many meaningful
get us involved as we platforms to use. training.
would like them to get So at some point - The
involved. we are like a little responsibility
-you have to read, but bit overwhelmed falls solely on
you can choose educators and
whatever you want learners, but as I
- the stats tell me told you learners
otherwise because are not very
some teachers don't autonomous.
use it as much as we'd - Parents know
like to use it. the existence of
the platform , but
they are not



really involve in
the foreign
language
learning process.
the opportunity
to work in class
there could be an
advantage by
generating
collaborative
work and
meaningful
interactions.
- we were just
informed of the
use of myOn
with a project per
term

	Principal	Head of Language department	English Teacher	UNO-I Coach
Linguistic and	-English is a tool for success nowadays	- the student, to communicate, to be able to speak, to	think it is essential for them to	-, myOn offers is a system that is similar to Netflix. As we, well



- it's gonna have	understand the	collaboratively	most people know,
facilitate students to	native speaker, and	work in order to	Netflix like offers
succeed in life and	to fulfill all the	understand their	different possibilities
whatever they decide.	things that we need	environment and	regarding or taking
- they do offer	from the student.	needs.	into account our likes.
material that is	- in that way	- There are not	- a Lexile Metric is
relevant uh for, for,	student is able to	other languages	very similar to the
for nowadays	use or utilize the	involved.	Common European
-. it is not just learning	vocabulary in their	-English as the	framework, but it
how it works, but also	own life, in the real	most important	differs in the way that
kind of get attached to	world	language learners	it classifies students in
the to the language,	- the senior project,	should learn.	a number.
and the culture.	they are supposed	- it would be	- they have these
More important the	to do it in English	interesting to see	option of downloading
reading part or		books about	the myOn app on
learning English is		Colombia's	tablets, any any tablet.
also learning		culture, the	I mean, no there is no
something from the		origin of	specific brand but any
readings		indigenous	tablet they can also use
		languages.	it.
			- actually it's been
			awarded around the



world. It's part of the
the Renaissance
portfolio.
myON offers books in
English, American
English, British
English, and bilingual
books.
- in our program we
offer. iPads, right. So
we have iPads because
we have this agreement
with Apple. So the
school actually the
school has like 15
iPad, but they don't use
them.

Table 13.

Invivo coding (learners)



Invivo coding (participants' exact words or phrases. Creswell, 2009) based on

Learners' Interviews

Category

Collaborative construction
of knowledge

- I really don't use myON because I don't like to read, but I used it when the teacher puts me a Homework.
 - I think the myON platforms learns, helps, learning another language because it, it has books that can, that are in the language you are looking for. And it could help you improve of your language like quizzes, at the final of the books.
 - We use books. We also have specified specified teachers that help us with English and platforms that can be used in order to improve.
 - The French class, the spelling bee, the English class.
 - I don't really read a lot in myON because I have like real books, so I prefer to use them. But the cases that I have used them, I think that it's pretty good in myON. And the books, when you are like listening to them, yeah, it's more easily so you can do all other stuff while you are reading this.
 - my mom. My dad doesn't really like, do it, but maybe that will help him because he lives in USA, so and he's not that good in English. So maybe that.
-



- I think that it to learn a foreign language, it's also to have classes to know more, and also to practice. I don't know. watching movies or practicing vocabulary.

- in the MyON platform you can read a books. Read books of the other languages and the the helps because there are some vocabulary that you maybe don't know, and you can see there what means or things like that, and also with the quizzes that is at the finish, at the end of the reading.

- We have at the school teachers that they teach us the that languages.

-I normally don't use it too much, maybe sometimes for your homeworks, but uh, when my mom is saying to me that I I'm not doing nothing, I maybe enter there and so like books that call my attention.

- My mom thinks that is a good platform to practice vocabulary, and know more of the languages, and my father thinks that is a good platform.

- normally I read things for all of a science, or a maybe stories of people.

-There's a lot of methods. The one I normally use is to hear music, or to watch movies with these languages because sometimes school doesn't really explain you the words.



-
- We have the books of English, we have dictionaries that we can find out the library, and we have MyON platforms.
 - In the Pandemic I used to read like about a book for week because I was bored. But now that we are out, I like to do something else and I just read MyON when the when the teacher asked me to do.
 - I don't think so. They don't really mind that, but they do. But they do want me to do all my, all my homeworks,

Linguistic and cultural
colonialism.

- I learn a foreign language for maybe in my future can I know like person people that. Can talk another language and maybe in my career.
 - I can listen to music or reading books or travel to different countries
 - I learn a foreign language in order to improve my learning. So it's more possible to get a job in the future. because now, these days jobs are usually. You can get them usually by learning other languages like English or French. That would boost up and improve your career.
 - you can travel to that place where the language is speaking, and you can also learn their history or what traditions they use and have.
-



-
- the reason that I want to learn some other languages is that my dream is to become a soccer player. So, when you're a soccer player you have to travel to a lot of different parts. so. I think that if I learning languages. I'll be able to speak in the other countries more easily.
 - maybe when I go to another country, maybe listen to the other people, like in French. Uh, I can learn over for them by the people of French speaking, or maybe with apps, or something that can help me too.
 - They like those different places. You can talk with them by their language.
 - My mom likes it when, like the teacher puts on exercises because the books are the, like the person that speaks the book have a really good pronunciation and all that stuff. So, it's my mom thinks that it's pretty good.
 - I learn a foreign language to for example, in the future to have a good job, and also it helps in the university because sometimes are books or subjects that are in English, or homeworks that I have to use another language to, have to graduate or things like that.
 - I think that language allowed me to be in contact with other cultures, because if I go like to another country, I can
-



understand more with the like the things that they're doing with the culture.

- Normally we learn a foreign language because doing that we can travel easily, and we can communicate with other with other people.

- Because in language is - vinculated related- is related with culture because these are, these two are elements from a country.

- There's a lot of variety. like there's about war, there's about high school problems. And in the most of them are about information about a famous person or about a historical thing.

SOCIOCRITICAL ANALYSIS AS AN EMERGENT CATEGORY

A content analysis was completed after all the data had been read and examined, therefore the analysis result of the instruments evidence the need to consider the socio-critical perspective, making it an emergent category of this research. The reading of the context from the socio-critical perspective allows understanding the individual as a member of a society that promotes reflection and considers it as a liberating tool that enables to critically question the pre-established structures.

A socio-critical approach to analyze teaching and learning processes of any language is a very daring and challenging way to seek for problems that can present tensions in any of these environments, as they can be understood as changing agents needed to improve processes (Fernández, 1995). Henceforward, the importance of encountering tensions and analyzing them in order to provide stability to all the stakeholders. Education, a main part of life, demands deep analysis to administer knowledge, which will lead to people's arrangement in the dynamic process of life.

The analysis results of this research demonstrate the existence of suggestions that were brought by instruments applied, the pedagogical proposal, PEI and handbook quality system to foster collaborative construction of knowledge, also, the data showed that English clearly the most important foreign language in the curriculum and the most used in the educational environment, leaving aside French and other languages, such as local dialects, that being so, some aspects of Linguistic and cultural colonialism could be found in the educational management process. Considering the above, from the emerging category "socio-critical perspective", the synthesized data were systematized in two subcategories as follows:

The subcategory "Collaborative construction of knowledge " emerges as a call to action to facilitate learning, empower students and emphasize the importance of all participants in creating meaningful educational experiences. The information provided by the bilingual learning environment will serve as a guideline for knowledge construction.

The subcategory "linguistic and cultural colonialism" is relevant due to the lack of linguistic diversity evidenced both in the analysis of the instruments and in the curriculum of the bilingual private school, the need to educate and preserve local cultures is an absent component. Therefore, it is necessary to raise questions that can be discussed by stakeholders about linguistic homogeneity and the need to include other languages. Also, the analysis of the results demonstrates the importance of addressing how the supremacy of English can affect the identity of students and equal opportunities in the academic and working world of the school's graduates.

Considering, the socio-critical perspective becomes a useful tool for understanding the tensions and challenges in the educational environment of this bilingual school, especially in relation to educational management and the use of the myON learning management system in this context. This perspective helps to examine how these elements impact society and the educational system as a means for transformation.

Hence, this critical perspective allows for an analysis of reality, ensuring that decisions are not only based on theoretical concepts, but also consider reality and specific issues. In conclusion, the socio-critical perspective emerges as category and as a necessary response to address the complexities of the current educational environment.

RESULTS AND CONSIDERATIONS.

Alignment of resources with educational objectives

This research has made possible to demonstrate and redefine the need for a clear link between technological resources, such as the myON platform in this particular case, and educational objectives, particularly those established in the curriculum, the educational institutional project and the handbook quality system, as a consequence, administrators and educators must ensure that resources correspond to what has been previously established in the previous named documentation, so that educational objectives can be met.

Active communication of stakeholders

The results of this research have evidenced the importance of an active and participatory communication between all the people involved in the educational process and who belong to the bilingual learning environment, including administrators, educators, learners and parents. Effective educational management must involve and keep all stakeholders informed about the decision-making process, thus reducing the possibility of confusion and generating a system in which there is a clear vision of objectives and actions.

Proper integration of technological resources

The results of this research have allowed to understand the importance of a correct use of the resources, such as the myON platform, within the curriculum and the different teaching strategies designed, for which it is necessary that the use of technology has a clear purpose for which it is necessary that all the stakeholders receive the correct training that allows them to know the different resources of the platform.

Assessment of continuous improvement

This research has led to the understanding that collecting data, analysis and continuous assessment are necessary processes within the educational management, that being said, information must be used for informed decision-making, hence, the school must establish a based-information policy that allows stakeholders to evaluate and re-evaluate in a continuous process the usage of educational tools for improving learning and implementation of new resources.

Active participation by all stakeholders in the educational management process

The research underlines the importance and the great impact of an active participation by all stakeholders and its benefits within the foreign language learning process; collaboration and inclusive decision making are important for the promotion of an educational process that seeks the construction and achievement of a common goal, that said the socio-critical perspective is a great support for the collaborative construction of knowledge and the empowerment of all stakeholders immersed in the bilingual learning environment.

Inclusive decision-making processes for educational transformation

The research has emphasized the importance of participatory and inclusive decision-making within the construction of the bilingual learning environment, understanding this decision-making as a process of interaction by all stakeholders where they can be heard and at the same time make their thoughts and perspectives known; this



strategy is clear evidence of how the emergent category socio-critical allows the construction of a democratic and emancipatory educational system.

Alignment from the socio-critical perspective of educational management processes

The decision-making processes are a critical point within educational management, this research has expressed a clear invitation to the bilingual private school in Cota, Cundinamarca to adopt a reflective and critical position that promotes participation and collaborative construction of knowledge, which will result in a change in the learning environment and emancipatory processes on the part of students, leaving aside external pre-constructions that are part of traditional models and distance this school from innovative processes.

GUIDELINES AND INSTRUCTIONS FOR THE BILINGUAL LEARNING ENVIRONMENT

Blue ocean strategy matrix

As the scope of this research is to provide guidelines that can be implemented in the learning environment through the effective management system, researchers used first and foremost the matrix developed by W. Chan Kim y Renée Mauborgne to analyze the data obtained after the creation of a problem tree considering the educational management perspective, as stated below:

Table 14.

RICE MATRIX

Reduce	Raise
-the Gap between the educational management process and the curriculum design by reviewing common goals regarding the use of LMS. -The variety of goals of the stakeholders regarding the pedagogical practices by unifying criteria of objectives' creation and promulgation. -The non-conformity levels of the stakeholders by efficiently involving them in the development and proposals of improvement regarding pedagogical practice and the management system	-Strengthen the Polycentric management orientations by promoting better management quality system practices -An effective, and meaningful training that contributes and challenges educators to improve their pedagogical practices. by establishing a training plan that acknowledges the needs and expectations of the LMS use. -Quality investment that leads to the effective acquisition of materials and resources to enhance and improve the pedagogical practices and the management system's goals achievement by evaluating the current resources and identifying needs. (UNESCO, 2000) -Raise collaborative learning by creating interaction opportunities through technological use in the learning environment. -Raise critical thinking and identity awareness fostered by analyzing interculturality from the myON readings perspectives.



Eliminate	Create
-Limitation to the learning environment with colonialized expectations that do not adapt to the private bilingual school environment. (pedagogical proposal, bilingual project) By taking promoting reflective practices that consider the context needs. -Training that does not contribute innovative, meaningful strategies that lead to the learning environment improvement from the educational management perspective by evaluating the current policies and procedures.	-create a strategy that optimizes the communication policy to guarantee the appropriate decision-making process by involving stakeholders' voices. -An evaluation/data recollection system that allows qualitatively and quantitatively grade the training process carried out by the management systems. -A transformational leadership policy and training that leads to the implementation of an internal educators ranking by rewarding them for their performances and achievements.

Strategic plan development

After filtering the analyzed data through this matrix, researchers performed a strategic plan where there was the possibility to identify levels and types of decision. In the interest of producing the best outcomes, researchers used the Saint Thomas Aquinas' pedagogical model to be able to provide some guidelines to diminish the causes and negative effects of the problem statement found during the research development. Using the prompt: **SEE, JUDGE, ACT**, researchers enhanced a matrix where the proposals are divided into different types of decisions and actions to be considered by the educational management of the learning environment in question.

Table 15.

See, Judge, Act: Educational management plan.

(SEE - JUDGE - ACT) STRATEGICAL EDUCATIONAL MANAGMENT PLAN

SEE

The bilingual learning environment in which the research was developed has many features that are distinctive and unique compared to the other environments of the area. Researchers could evidence how.

JUDGE There is a gap between the educational management process and the
(PROBLEM educational project, curriculum, regarding the implementation of the
STATEMENT myON LMS platform to contribute to the foreign language learning
) process.

Moving onto ACT, Actions were proposed from an educational management perspective at incidental level, operational level, and strategic level considering the findings of RICE.

Table 16.

ACT: Incidental level.

ACT		Incidental level	
		(Immediate Actions)	
	What?	How?	
ADMINI	Eliminate training that does not	by evaluating the current policies and procedures.	
STRATI	contribute innovative, meaningful		
VE	strategies that lead to the learning		
	environment improvement from the		
	educational management		
	perspective.		



Create an evaluation/data recollection system that allows qualitatively and quantitatively grade the training process carried out by the management system.

by stating criteria to decide the professional training to be developed.

Eliminate the limitation to the learning environment with colonialized expectations that do not adapt to the bilingual private school environment. (Pedagogical proposal, bilingual project)

by promoting reflective practices that consider the context needs.

ACADEMIC Raise collaborative learning.

by creating interaction opportunities through technological use in the learning environment.

Reduce the non-conformity levels of the stakeholders.

by efficiently involving them in the development and proposals of improvement regarding pedagogical practice and the management system.

FINANCIAL

AL



Table 17.

ACT: Operational level

ACT	Operational level (Preventive Actions)	
	What?	How?
ADMINISTRATIVE	Reduce the variety of goals of the stakeholders regarding pedagogical practices.	by unifying criteria of objectives' creation and promulgation.
	Increase effective, and meaningful training that contributes and challenges educators to improve their pedagogical practices.	by establishing a training plan that acknowledges the needs and expectations of the LMS use.
	Reduce the misunderstanding of English as the only valued language to learn.	by showing learners and stakeholders what bilingualism really is and by reflecting about our own context
ACADEMIC	Raise critical thinking and identity awareness fostered.	by analyzing interculturality from the



myON readings

perspectives.

FINANCIAL

Increase the quality **by** evaluating the current investment that leads to the resources and identifying effective acquisition of needs. materials and resources to enhance and improve the pedagogical practices and the management system's goals achievement.

Table 18.

ACT: Strategic level

ACT	Strategic level (Improvement Actions)	
	What?	How?
ADMINISTRATIVE	Increase the strengthen the Polycentric management orientations.	by promoting better management quality system practices.



Reduce the Gap between the educational management process and the curriculum design.	by reviewing common goals regarding the use of LMS.
Create a strategy that optimizes the communication policy to guarantee the appropriate decision-making process.	by involving stakeholders' voices.

ACADEMIC

FINANCIAL

Create a transformational leadership policy and training that leads to the implementation of an internal educators ranking.	by rewarding them for their performances and achievements.
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Managerial proposal: educational management proposal for bridging the gap between educational management and the implementation of the LMS platform.

General Description

This educational management proposal aims to reduce the current gap between educational management and the implementation of the myON LMS platform, which is used for the foreign language learning process; this proposal seeks to impact the curricular processes and the community construction of knowledge.



Introduction

Since its foundation this school has had a clear commitment to help society by training its students in human and academic competences, this school has sought to respond to the different needs that over time the context has set, and has also worked to become a bilingual learning environment that provides tools to students so they can positively impact a globalized society. This school offers technological resources to achieve what they seek today, at the curricular level. Today students recognize these resources as an important tool contributing to their foreign language learning process.

Analysis And State Problem

After applying the research instruments, performing their respective analysis, and triangulating the information obtained with the theoretical references, it is evident that it is necessary to optimize the use of the myON LMS Platform from the educational management component. It is important to design and execute administrative and curricular actions that promote student empowerment, participation, and the construction of community knowledge of all stakeholders in the bilingual learning environment.

State Problem

There is a gap between the educational management process and the educational project curriculum, regarding the implementation of the myON LMS platform to contribute to the foreign language learning process.

Goals:



- To design and implement a strategy that allows the creation of policies that make the construction of a participatory and equitable decision-making process feasible.
- Reduce the current gap between the school's educational management system and the curricular design, particularly in foreign languages at the school.
- Optimize the investment made by the school when acquiring the LMS platform, this, through the design of policies and agreements that guarantee that the implementation and use for class work is autonomous by students.
- Promote participation and community knowledge building involving all stakeholders throughout the school.

Benefits

- Improved academic outcomes: the LMS platform has the potential to improve students' language learning outcomes because the content allows students to analyze a variety of literary styles, and instructors can use the content to prepare for certification tests and state tests as Prueba saber 11.
- Better pedagogical practices in and outside the classrooms that allow learners to participate in collaborative knowledge building citizenship and intercultural identity.
- Unification of the outcomes and expectations regarding the curriculum, this will improve the performance in contextualized situations where learners are asked to use 21st century soft skills and critical thinking.
- Students' agency: The active participation of all stakeholders, especially learners, can foster decision-making and critical thinking, allowing them to set goals guided



by specific processes that consider the different perspectives of the bilingual learning environment.

- Strengthening of the mission and vision of the learning environment as the backbone of the curriculum and educational project creation using the quality management system.
- Escalation on the effective use of other existing resources in the learning environment.

Obstacles

- Technological and infrastructure limitations: the lack of a solid technological infrastructure to support the implementation of the platform and classroom execution may hinder the effective use of the platform and the implementation of new policies for its use.
- Lack of commitment to the new guidelines: The implementation of new procedures and policies in the educational processes may generate some resistance from all involved in the foreign language learning process, resulting in a lack of commitment and non-implementation of established actions that lead the school to the traditional vertical model of learning.

Evaluation

- Number of learners with a specific result in the standardized English tests such as PET and IELTS, according to the expectations of the learning environment.



- Annual meetings to reevaluate current learning environment policies and the creation of strategies that carry out an improvement of good pedagogical and managerial practices.
- Number of texts, books, and readings worked on during terms, semesters and academic year.
- Proper training that pictures and exemplifies the expected use of the LMS in the learning environment as well as educators' collaborative knowledge building on this matter.



DISCUSSION

This research provides a wide range of literature, findings, and conclusions regarding educational management and foreign language learning process, aiming to contribute to the improvement of the learning environment. The socio-critical postures and guidelines provided do not only apply to the bilingual private school where the investigation took place, but also to other institutions that are willing to upgrade their foreign language processes through specific educational management actions.

This study furnishes a reflexive vision of how important it is for educational management to address the emancipation of each of the school stakeholders. It will guarantee processes of quality. Stakeholders who have achieved emancipation are transformative leaders eager to better not only their own circumstances, but also others' and their environment, extending into students' lives.

This investigation contributes to the reinforcement of educational management in the foreign language learning process with specific actions that can be carried out, not only by administrative staff, but also academic stakeholders. Managerial skills can be acquired and trained by teachers, and learners' agency can be exercised in the school learning environment. All together lead processes for quality.



LIMITATIONS

This study's creation included some significant components that in some ways restricted the investigation.

First, access to corporate records was limited. Researchers were only given a small amount of data. Nowadays, schools are very careful with their data policies. Thus, this investigation was developed only with the shared information provided by the bilingual private school.

Secondly, availability was a limitation at the time to be able to get more suitable data for the research. Interviewing other significant stakeholders, such as the owners of the bilingual private school, the pedagogical advisor, and the quality leaders, among others, was not feasible due to personal difficulties and time constraints.



CONCLUSIONS

This qualitative research carried out in a bilingual private school in Cota aimed to provide the bilingual learning environment with some guidelines on how the educational management addresses the foreign language learning process using the myON LMS platform. Both the research questions and objectives were always aligned with the work process carried out by the researchers using different strategies and methods to achieve the scope.

Researchers were able to identify features of the learning environment and the management system that allowed a better understanding of the expectations and needs of the stakeholders involved in the environment. That being so, the emerging contributions straddle both educational management and the foreign language learning process to foster actions that lead to the creation of emancipation, which is greatly needed in this Colombian context.

Doubtless, the research and the strategic plan proposal are key for the benefit of the learning environment, as they clearly grant that there can be changes which will improve the educational provided service, thus yielding shared importance and engagement to all the stakeholders. Empowering good management and pedagogical practices is a must, that according to UNESCO provides quality education which is the main goal of the learning environment and our community in general. This, of course, underscoring the critical thinking and the acknowledgement of identity and a world-wide citizenship.



IMPLICATIONS FOR FURTHER RESEARCH

On account of the developed research, there is an analysis and interpretation of key factors that went beyond and enabled the creation of guidelines that can be taken into consideration by the quality management system of the learning environment involved. Consequently, this can be a starting point to analyze the aftereffects of the carrying out of the provided guidelines. Moreover, there is a possibility to develop further research on how the educational management addresses other set strategies such as the use of the myON LMS, when it comes to the foreign language learning process in different stages of the learning environment and involving all stakeholders.

The unit of analysis provided very important data which fostered reflection and analysis through the educational management perspective. There could be research into the use of a variety of LMS to enhance the foreign language learning process.



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