

INVERTIDA AULA 13



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Concepto



La “clase invertida” o “*flipped classroom*” es un modelo de trabajo en el que, por medio del uso de las tecnologías, se invierten los papeles de una clase tradicional dentro del aula.



Concepto



En este tipo de clases, el papel del maestro y del alumno cambian totalmente.

Ya no existen explicaciones del profesor, sino que los alumnos deben aprender, utilizando las tecnologías, de manera autodidáctica y luego, en la hora de clase, el profesor ayuda a profundizar en esos conocimientos y verificar su correcto aprendizaje.



Ventajas



1. Adaptabilidad de la clase: se adapta al ritmo del estudiante.
2. Incrementa la atención educativa.
3. Empata el estilo de aprendizaje.
4. Transforma la clase en un espacio de interactividad.
5. Origina el ahorro de tiempo extra para el profesor.
6. Promueve la interacción social.
7. Incentiva a la resolución de problemas en clase.
8. Mejora la actitud de los estudiantes hacia la materia.



Ventajas



9. integración y ejercitación de conocimientos previos.
10. interacción entre los docentes y el alumnado mediante la tutoría virtual y la personalización de las tareas a realizar por cada estudiante.
11. integración y asimilación de los contenidos curriculares.
12. responsabilidad de los estudiantes con sus propios aprendizajes.
13. personalización de las tareas a realizar dentro del Aula Invertida.



Ventajas



14. independencia en el logro de las competencias profesionales
15. incremento de la adquisición de conocimientos a partir de la práctica y de la interacción de los estudiantes
16. disminución de los tiempos presenciales en el aula
17. aumenta los niveles de virtualización
18. desarrolla el trabajo colaborativo en el entorno virtual
19. altos niveles de socialización de los aprendizajes individuales y las construcciones colectivas obtenidas mediante el trabajo grupal.



Desventajas



1. Se enfoca en los recursos más que en la metodología en sí.
2. No toma en cuenta la brecha digital existente.
3. Mucho tiempo en elaborar material digital nuevo.
4. No está enfocado a que los estudiantes se conecten, colaboren, creen y compartan (implícito).
5. Las pruebas estandarizadas siguen siendo un talón de Aquiles a la hora de evaluar (personalización).
6. Los docentes deben considerarse expertos en TICs.



Rol del profesor



1. aprovechar el momento del aula para la tutoría,
2. aportar mayor claridad a los objetivos de las actividades,
3. enfocarse en la atención a las diferencias en el aprendizaje individual,
4. tratar los contenidos de mayor complejidad,
5. aclarar dudas
6. enfocarse en el trabajo colaborativo de los estudiantes con los contenidos y recursos de información disponibles en la red.
7. diversificar los formatos de los productos finales de las actividades, los recursos a socializar y las actividades a asignar



Rol del estudiante



1. independencia en el logro de las competencias profesionales
2. incremento de la adquisición de conocimientos a partir de la práctica y de la interacción en el entorno virtual
3. responsabilidad de sus propios aprendizajes
4. dominio de la forma de ejecutar las acciones para concluir las actividades y entregar resultados



Rol del estudiante



5. conocer de la actividad cuales son los objetivos a cumplir, el cómo llegar a cumplirlo, para qué realizan la actividad, como construir ese nuevo conocimiento, ya sea individual o colectivo, y cuáles son las vías para socializar el resultado obtenido.
6. poder construir esos nuevos conocimientos por las vías individual o colectiva, usando los estilos y modos de aprendizaje adquiridos individualmente y poder adaptar esos nuevos conocimientos a la Medicina.
7. decidir vías para desarrollar las tareas acorde con sus ritmos y estilos de aprendizaje



Actividades en el aula $\epsilon\rho\iota\tau\epsilon\lambda\upsilon\iota$





Actividades en el aula $\text{\textcircled{I}}$



INTRO

What is art?
What are the purposes of art?
What are art styles?

Your answers are important!

Suppose you were artists, art critics, art historians, art collectors, and art educators who lived in different countries and time periods, and you were related to different art schools. Analyze the situation of the role you play, and find out answers to these basic questions of art!

Working as individuals, you will complete the assignments and submit them online.
Working as team members, you will present your team reports to the class.

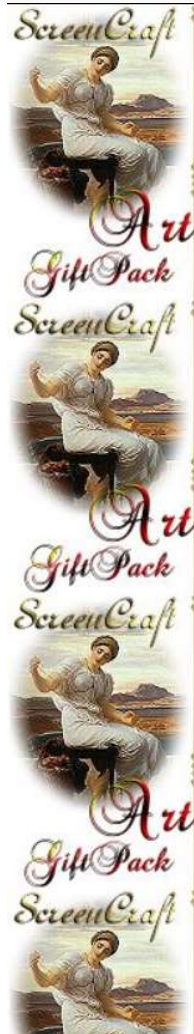
Please make sure that you have finished [these exercises](#) before you get started and pick your role and complete your assignments online.

BACK

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Attention! Please finish the exercises below and then pick your role.

Question 1. Who created "Guernica"?

- A. Jacques-Louis David
- B. Pablo Picasso
- C. Henri Matisse
- D. Auguste Rodin

A B C D

Question 2. Leonardo da Vinci's famous painting "Mona Lisa" is collected in which museum?

- A. The Metropolitan Museum of Art
- B. The Columbia Museum of Art
- C. The Louvre Museum
- D. The Royal British Columbia Museum

A B C D

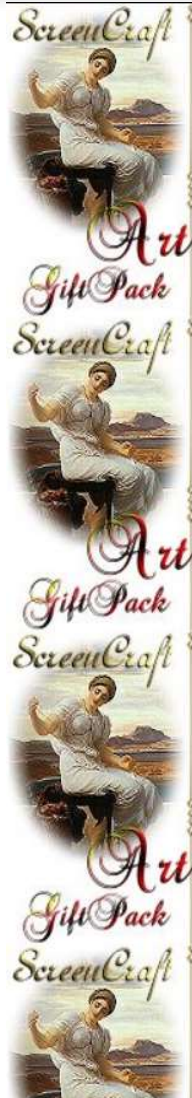




Actividades en el aula invertida



GOALS



You will work as teams of five. Each member plays a role. Each member should achieve individual goals and objectives, then cooperate with team members to achieve team goals and objectives. Each member should complete the assignments and both exams. Each team should compose and present a final report to the class.

Members of each team should play different roles.

- [An artist](#)
- [An art critic](#)
- [An art historian](#)
- [An art collector](#)
- [An art educator](#)

Your team belongs to one of the following art schools:

- Classicism
- Romanticism
- Realism
- Impressionism
- Post-Impressionism
- Expressionism
- Fauvism
- Cubism
- Pop
- Abstract

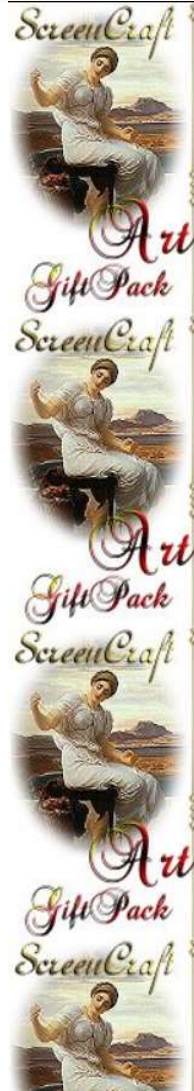




Actividades en el aula *invertida*



GOALS



Individual Goals and Objectives

You have to achieve individual goals and objectives, and cooperate with other team members to achieve the [team goals and objectives](#).

Goals:

Develop an increased awareness of the visual elements, techniques, function and principle of design, and purpose of visual arts
Develop an increased awareness of the major characteristics of Western art as it develops through the ages and as it is compared with non-Western art forms

Objectives:

Describe visual art as a means of expression
Differentiate various techniques in visual arts
Analyze different themes and purposes of art
Evaluate art works in terms of potential use of principles of design
Begin developing the skills of artistic argumentation
Discuss art creation of various art schools
Cooperate with other team members in composing the final report, with regard to answering the basic questions of art
Cooperate with other team members in building "Our Web Resources"

Check the [resource page](#) to find more information.

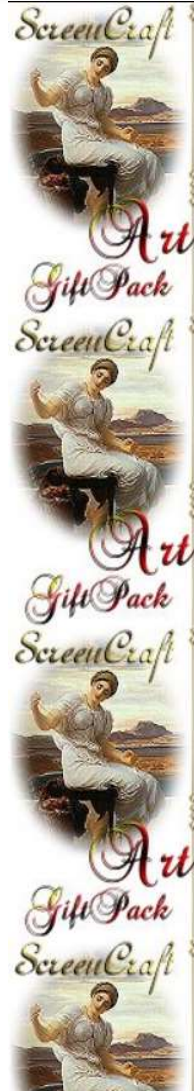




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GOALS



Team Goals and Objectives

Make sure that each member has achieved [individual goals and objectives](#), and have completed all the assignments. Team members cooperate in achieving the team goals and objectives.

Goals:

Develop an increased awareness of the visual elements, techniques, function and principle of design, and purpose of visual arts

Develop an increased awareness of the major characteristics of Western art as it develops through the ages and as it is compared with non-Western art forms.

Objectives:

Discuss the guiding principles of various art schools represented by team members

Compose a final report which contains the following sections:

An introduction to team members with regard to their roles

Contribution from each of the team members

Answer the basic questions of art prompted by this WebQuest according to different art schools represented by team members

Present the team report to the class in one of the following formats:

A story

A short play

A lecture, or

Another format proved by the instructor

Build "Our Web Resources"

Check the [resource page](#) to find more information.



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TASKS



Team members meet together in order to

- Decide who will play which role
- Discuss what presentation format your team will take for team report.

Choose a team leader who coordinates the team work.

Work individually to collect data according to the role you play.

Communicate with other team members via email to write up the team report.

Meet with other team members to design and publish the final report Web pages.

Conduct a rehearsal of the team report in the format your team prefers.

Present the team report .

Please choose the role you want to play:

I am an Artist

I am an Art Critic

I am an Art Historian

I am an Art Collector

I am an Art Teacher

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I am an Artist

My Glossary
List two - three words that best describe your art style. Provide definitions. Use these words in your one page statement.

My Links:
Search the Web and find three links about art and artists.

My Art Work
Create or recreate an art work that represents some principles and skills of your art school. You will display during the final team report.

Check the [resource page](#) to find more information.




This page is maintained by Yt

I am an Art Critic

My Article
Write an article. Discuss the art style and art work created by the artist in your team. The article should reflect your art school's opinion in answering the three main questions about art: What is art? What are the purposes of art? What are art styles?


My Links:
Search the Web and find three links about art criticism, aesthetics, and art appreciation. Check the [resource page](#) to find more information.



I am an Art Historian

My Records
Record three artists who belonged to your art school. Your record should contain these basic information:
Names of the artists
Dates of important events
Country of birth and locations of artists' main art activities
Titles and dates of three art works from each artist.

My Links:
Search the Web and find three links about art history and art movements. Check the [resource page](#) to find more information.



I am an Art Collector

My Collections
Present your collections to the class and explain why you collect those art works (both art appreciation and investment concerns). Your collection should include:
One 2D work
One 3D work

My Links:
Search the Web and find three links about art collection.

Check the [resource page](#) to find more information.



I am an Art Teacher

My Lecture Notes
Your students don't understand the art of this particular painting. How do you help them to obtain an understanding? Prepare lecture notes. Make sure that you provide a relation to the three main art questions and your lecture notes.

My Links:
Search the Web and find three links about art education, apprenticeship, and art academy.

Check the [resource page](#) to find more information.



ROLES



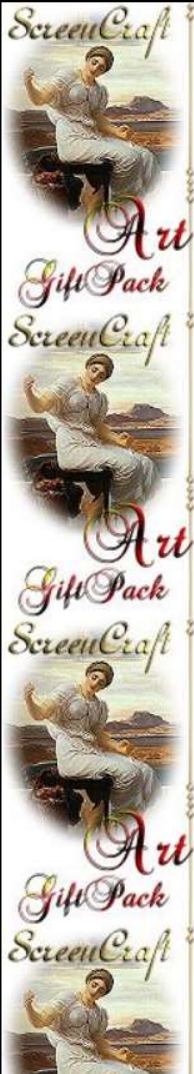
Actividades en el aula $\epsilon\rho\iota\tau\epsilon\lambda\upsilon\mu\iota$



LINKS

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The following Web sites contain information you need to complete your tasks. You can also use Web search engines to find information you need.

MUSEUMS

- [The Louvre Palace and Museum, Paris, France](#)
- [The Metropolitan Museum of Art, New York](#)
- [The National Gallery of Art, Washington D.C.](#)
- [Cleveland Museum of Art, Ohio](#)
- [The Museum of Modern Art, New York](#)
- [Museum of Fine Arts, Boston](#)
- [Museum of Fine Arts, Houston](#)
- [The Nelson-Atkins Museum of Art, Missouri](#)
- [The National Gallery, London](#)
- [Galleria degli Uffizi in Florence](#)
- [Musée d'Orsay](#)
- [Carnegie Museum of Art, Pennsylvania](#)

TEXTBOOK

- [Living with Art \(Rita Gilbert\) and its Online Learning Center](#)

ENCYCLOPEDIAS AND ART LINKS

- [Artcyclopedia](#)
- [Encyclopedia Britannica](#)
- [Encarta Encyclopedia and Encarta World English Dictionary](#)
- [A Web of World Dictionaries](#)
- [The Columbia Encyclopedia](#)
- [Encyclopedia Smithsonian](#)



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After you have finished your assignments as individual roles, please submit the group report. For class presentation, you are encouraged to prepare you group report with Corel Presentations or PowerPoint. You may also put the group report on the Web.





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By playing various roles, you have obtained more knowledge about art. Now you have better answers to the following questions about art: What is art? What are purpose and themes of art? What are art styles? Are you interested in the virtual field trips to the art museums and galleries on the Web?

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BACK

Folks!!! Are ready for another trip? We will be here just for you.



Actividades en el aula invertida



[Top](#)
[Introduction](#)
[Learners](#)
[Standards](#)
[Process](#)
[Resources](#)
[Evaluation](#)
[Case studies](#)
[Conclusion](#)
[Credits](#)

Reading strategies

A WebQuest for college professors (web-based learning)

Designed by

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Last updated on April 15, 2003. Based on a template from [The WebQuest Page](#)



Actividades en el aula $\text{\textcircled{I}}$



Smoking: a search to gain health.



Introduction:

Drifting tobacco smoke already kills more people than motor vehicle accidents, all crimes, AIDS, illegal drugs, etc. In other words, people are statistically more likely to die as a result of drifting tobacco smoke than by a car, gun, or the AIDS virus.

Task:

Have you ever struggled against smoking, either as an active or passive smoker? Have you ever felt the pleasure of accomplishing something that will make the entire mankind race better?

After you solve all the activities given to you in this web quest, you'll have the necessary tools and reasons to help yourself and other people quit smoking for the world's best.

Task 1: Smoking may bring about fatal consequences for both smokers and no-smokers. Find out what these consequences are. You have the following tasks to do:

- What are the main consequences of smoking for passive and active smokers?
- What is the percentage of death caused by smoking?
- What's the smoking rate nowadays?



Actividades en el aula invertida



WebResources

File Edit View Go Options Help

Back
Forward
Stop
Refresh
Home
Search
Contents
Copy
Print
Password
About

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Ready

ES 3:23



Actividades en el aula invertida!



WebResources

File Edit View Go Options Help

Back

Forward

Stop

Refresh

Home

Search

Contents

Copy

Print

Password

About

Specific Activities

Cooks Corner

A recipe sharing activity in the target language.

1. Students choose a favorite local food that they know how to prepare.
2. They create a page with a picture of the food, key ingredients, and a "mailto:" link to their e-mail address.
3. Students in cooperating classes send requests for the recipe.
4. Students try preparing the dish and report to the class and back to the author of the recipe.
5. Topics to report:
 - Was it difficult to prepare?
 - Are the ingredients available locally?
 - How much do the ingredients cost?
 - How did it taste?
 - Would they prepare it again? Why?
 - Did their family enjoy it?

[To the top](#)

Talking Heads (Heads that ask about your culture)

This collaborative activity was designed for two classes, each learning the other's language and culture. It's a get-acquainted activity which explores cultural differences and similarities in the target language.

1. Take a class picture and scan the photo.
2. Mark up the photo as an image map so that each student's head links to a student page with a question about the target language culture and a "mailto:" link to the author.
3. A collaborating class does the same.
4. When students click on the heads, they get a question about their culture which they can answer in the e-mail form.
5. Students can change their questions regularly since it is their page.
6. Students can share the responses they receive with the class.

Ready

ES 3:24



Actividades en el aula $\alpha\rho\iota\tau\epsilon\lambda\upsilon\mu\iota$



Become a donor or not?



Transplantation is an accepted treatment today for many people suffering from organ failure. More patients are referred for transplant surgery, and waiting lists are increasing. Yet there are not enough organs and tissues donated for transplantation. The poor supply of suitable organs means that the number of transplants actually carried out is declining.

A daughter of yours (14 years old) poisoned with methanol because she failed the webquest test at school two days ago, she has unsuccessful outcome. The professor of this subject has a 18 years old boy suffering from a kidney cancer. His kid is in the final phase already, so he needs a donor for a transplant surgery. Go and talk to the parents of the girl in order to get this organ from her because of the poor supply of suitable organs. The parents of the girl don't want to see you. Talk to the physician to convince them.

Goal

Your task will be to analyze the information provided on the Internet resources and decide if the girl can become a donor or not. Select a role as a patient poisoned with methanol, the father/mother of the patient, a family member of a person who needs a kidney or a consultant renal physician. Taking the perspective of the role selected, you will formulate a proposal and defend your position.

Resources

Directory of sites on the net to consult about this issue



Actividades en el aula $\text{\textcircled{I}}$



Teaching English through computers

by Zoraida Fernández Guevara and Yusel Arjona Miranda.

[Introduction](#) | [Task](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Credits](#)

 **Introduction**

This is a course for beginners which are aimed at improving your English skills (listening, reading, speaking and writing). The course will also help you to use the language in a communicative way, in a variety of contexts related to everyday English and academic activities. This course is aimed to learn English half of your time with computer without teachers and the other half practicing orally and writing.





Actividades en el aula $\alpha\rho\iota\tau\epsilon\lambda\upsilon\iota$



Who Shares a Birthday with You? When were you born? _____

Check out a Web site that will tell you about others who were born on that date, but not necessarily in the same year!

- 1) **When you have gained access to the Internet, check this URL :** <http://www.eb.com/people>
- 2) **Follow the directions at this site and choose your birth month and day.** (Use the arrow bars to move the month and days until you find what you want) Read through the list of people sharing your birthday.
- 3) **Think about the following questions:**
How many people are listed as having the same birthdate? How far back in time does this list go?
Who decides what names to include on this list?
- 3) **Choose the name of one person on this list.** Find out more information about that person. (There will be a little bit of information available at this site, but most of the information is available to people who pay to use the encyclopedia.) You will probably want to check some other places, such as encyclopedias and almanacs.

You may also check these Web sites: List from Biography: <http://www.biography.com> Internet Public Library: <http://www.ipl.org/ref/RR/> At this site you will be able to use biographical references and encyclopedias.

- 4) **Communicate this information to someone else, either via e-mail, journal, letter, or discussion.**
- 5) **Consider the following questions:**
Did you have trouble finding the information? Who decides what makes a person "famous"?
Are there any groups of people who seem to be forgotten by these references?



Actividades en el aula $\epsilon\rho\iota\tau\epsilon\lambda\upsilon\iota$



The Seven Wonders of the Ancient World

1. Use what you know about navigating around an Internet website to find information about one of the **Seven Wonders of the Ancient World**.
2. **Check this URL** on your web browser: <http://ce.eng.usf.edu/pharos/wonders>
3. Now, find the following information:

Name of the Wonder of the Ancient World: _____

Location: What was the site of this wonder?

If that is near a modern city, what is the city, and in what country is it found?

History: When was it built? Why was it built? What was its use? What happened to it?

Description: What was it? What did it look like? Think about its size, shape, building materials, dimensions, and decoration.



Actividades en el aula $\epsilon\rho\iota\tau\epsilon\lambda\upsilon\iota$



The Seven Wonders of the Modern and Natural Worlds

People in modern times have added other "wonders" to the original list of seven, perhaps because only one of the original seven can still be visited. This website lists three different kinds of "wonders":

Forgotten Wonders: <http://ce.eng.usf.edu/pharos/wonders/forgotten/index.html>

Modern Wonders: <http://ce.eng.usf.edu/pharos/wonders/modern/index.html>

Natural Wonders: <http://ce.eng.usf.edu/pharos/wonders/natural/index.html>

Take an electronic trip via the Internet to some of these sites.

- 1) Type in one of the URLs that appears above. Look at the list of wonders in that category. Choose to visit one (or more) of these sites.
- 2) Find out information about the "wonder" you are visiting.

Name: _____

Location: _____

Description, history, use: _____



Actividades en el aula *inverted*



Domain and Country codes

As you "travel" on the Internet, keep in mind that each website will have a specific purpose for existing. That purpose may be to inform you, to educate you, to sell you something, or to get you to think about a particular point of view.

Use what you know about decoding URLs to evaluate the websites you visit:

- .edu - refers to a U.S. college or university
- .cc.(state).us - refers to a community college
- .K12.(state).us - refers to a school that has grades within kindergarten-12
- .com - refers to a business or other commercial enterprise
- .org - refers to a trade association or other organization
- .mil - refers to a military site
- .gov - refers to a government agency, official, or organization
- .net - refers to a network administration organization

Also, you may find that a URL contains a code for another country. Most U.S. Internet addresses do not end in the letters "us", though that is the code for the United States. Each country in the world now has an Internet country code.

For example, if you see the letters "uk", that computer server site is in the United Kingdom; "fr" stands for France, "jp" stands for Japan, "ca" is Canada, and so forth.

For a listing of [Internet Country Codes](http://www.ics.uci.edu/WebSoft/wwwstat/country-codes.txt), look at <http://www.ics.uci.edu/WebSoft/wwwstat/country-codes.txt>

Make a record of where you've gone:

- A) URL: http://
Description of what can be found at this URL:
- B) URL: http://
Description of what can be found at this URL:
- C) URL: http://
Description of what can be found at this URL



Actividades en el aula *επιτήρηση*



Basic Web Searching: Yahoo Exercises

Help for basic and advanced Yahoo searching is accessible by selecting [Advanced Search](#) and then [Advanced Search Syntax](#).

Exercise #1: Search the [Yahoo](#) Directory Using the *Hierarchical Category Listings on the main Yahoo page*.

Term to Look For: **zen buddhism**

Hint: Follow the categories *Society and Culture, Religion and Spirituality, Faiths & Practices, Buddhism, Schools, Lineages, and Sects, Zen*

Search Results: _____ hits

Note: There are additional search options available by selecting *options* from the main screen.

Exercise #2: Search the [Yahoo](#) Directory Using the *Basic Search Option*

Note: Default search uses “AND” operator.

Search Terms to Use: **zen buddhism**

Note: Searches on Yahoo are not case-sensitive

Search Results: _____ hits

Exercise #3: Search the [Yahoo](#) Directory Using the *Basic Search Option*

Search Term to Use: **zen**

Search Results: _____ hits



Actividades en el aula $\epsilon\rho\iota\mu\epsilon\lambda\upsilon\iota$



How should we face the challenge of the Internet?

1. The roles of teachers and parents are more important than ever in the age of the Internet. What roles should they play?
2. How do people establish a new paradigm of Internet culture?
3. How do we cultivate a character of self-discipline, tolerance of and respect for others who hold different views from our own?
4. Censorship is only a form of external control. The ultimate solution comes from within - the transformation of the human heart through lifelong education.



Actividades en el aula invertida



Searching the web

Below are some results from a Web search for "gun control" using Google. Your tasks:

1- Look at the different places.

2- List the author, date, and some other links on the page you are looking at.

3- In thinking about the content, see if:

- there are references and a bibliography
- this reports on research
- this is a controversial topic, and both sides are presented fairly
- the same ideas are found elsewhere in reliable sources

4- Next, rank the results from 1 (no academic purpose) to 6 (highly reliable). Discuss your rankings with a partner.

Gun Control Sucks

These are links to cool papers and pages that happen to agree with me that GUN CONTROL SUCKS: Point Blank. This is a paper written by...

<http://www.cs.washington.edu/homes/scottwb/guns/>

GUN CONTROL, WHY NOT.

You are probably sick of journalists drooling over the Port Arthur massacre, but please bear with me as I raise it again. It is of.. [http://www.miyazaki-](http://www.miyazaki-mic.ac.jp/~dward/anarchy/rebelworker/gun596.html)

[mic.ac.jp/~dward/anarchy/rebelworker/gun596.html](http://www.miyazaki-mic.ac.jp/~dward/anarchy/rebelworker/gun596.html)

Reform on Gun Control A Reform Government will Repeal Bill C-68 (Preston Manning) We will also conduct a review of all firearms legislation as recommended by the Auditor... <http://www.reform.ca/ramsaypress/firearms.html>

Gun Control Legislation Gun Control Legislation. February 14, 1995. Justice Minister Allan Rock has delivered on our commitment of comprehensive gun control legislation. There.. <http://www.cuug.ab.ca:8001/~jenuths/lpc/talking/950214.html>

GNN: Supreme Court to Decide Brady Gun Control Law Top News | International | Politics | Entertainment. Previous Story: Another Southern Black Church is Burned Down. Next Story: Unabomber Suspect... <http://reuters.gnn.com/19960617/RTRNEWS-COURT.html>



Actividades en el aula *inverted*



Ranking de recursos en la red

Rank the following sources from 1 (no academic purpose) to 6 (highly reliable). Discuss your rankings with a partner. Make sure you can explain why you gave the ranking you did.

- a) An article in a 1996 CD-ROM encyclopedia with a bibliography.
- b) A message from someone in a Chat group called 'Tech-Talk.'
- c) An e-mail message from a friend about something that happened to a friend of his last year.
- d) A message on a mailing list for people in your profession, written by a well-known person.
- e) A recent article in an online refereed journal, with a bibliography.
- f) Three paragraphs' worth of information you found through a Gopher search.
- g) A message from someone on a moderated newsgroup (where the postings are controlled by a moderator).

INVERTIDA AULA 13



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