







## EMBRACING MOODLE FOR PROFESSIONAL IDENTITY AND RESILIENCE IN A CUBAN UNIVERSITY DURING COVID-19

## ADOPCIÓN DE MOODLE PARA LA IDENTIDAD Y LA RESILIENCIA PROFESIONAL EN UNA UNIVERSIDAD CUBANA DURANTE EL COVID-19

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### ABSTRACT

The last decade has been very thought-provoking and change-adapting for university professors and students in the Cuban context. On the one hand, they have faced challenges while embracing technological advances, which have positively impacted their professional identity and resilience. On the other hand, some limitations have been evident too. In this respect, a study was carried out at the Foreign Language Teacher Education Program at "Félix Varela Morales" campus of the Universidad Central «Marta Abreu» de Las Villas, Cuba which explored how professional identity and resilience have evolved in professors and student's who systematically do project work supported by the university

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Moodle platform. The study took place during the period 2019-2021 when the pandemic COVID-19 gave another connotation to the teaching-learning process. Consequently, the use of technology was the central pivot to continue training teachers at the University, the objective of this research work was to explore the impacts of embracing Moodle platform on the professional identity and resilience of the subjects of this research through project work. The methods used in the research were data collection and data processing in a case study, which made it possible to identify the positive impacts and challenges on professional identity and resilience. The information presented was obtained from the application of document analysis, participant observation, survey, and recollection of graphic and audiovisual evidence. The results show the importance of embracing Moodle as a suitable platform in the Cuban context.

**Keywords:** COVID-19 – Moodle – professional identity – project work – resilience

## RESUMEN

La última década ha sido muy sugerente y de cambio para los profesores y estudiantes universitarios en el contexto cubano. Por un lado, han enfrentado desafíos al tiempo que han adoptado los avances tecnológicos, lo que ha impactado positivamente en su identidad profesional y resiliencia. Por otro lado, también se han puesto de manifiesto algunas limitaciones. Al respecto, se realizó un estudio en el Programa de Formación de Profesores de Lenguas Extranjeras del campus “Félix Varela Morales” de la Universidad Central «Marta Abreu» de Las Villas, Cuba, que exploró cómo ha evolucionado la identidad profesional y la resiliencia en profesores y estudiantes que realizar sistemáticamente trabajos de proyectos apoyados en la plataforma Moodle de la universidad. El estudio se desarrolló durante el período 2019-2021, cuando la pandemia del COVID-19 le dio otra connotación al proceso de enseñanza-aprendizaje. En consecuencia, el uso de la tecnología fue el eje central para seguir formando a los docentes de la Universidad, el objetivo de este trabajo de investigación fue explorar los impactos de adoptar la plataforma Moodle en la identidad profesional y la resiliencia en los sujetos de esta investigación a través del trabajo por proyectos. Los métodos utilizados en la investigación fueron la recolección de datos y el procesamiento de datos en un estudio de caso, lo que permitió identificar los impactos positivos y los desafíos sobre la identidad profesional y la resiliencia. La información presentada se obtuvo a partir de la aplicación de análisis documental, observación participante, encuesta y recolección de evidencias gráficas y audiovisuales. Los resultados muestran la importancia de adoptar Moodle como una plataforma adecuada en el contexto cubano.

**Palabras clave:** COVID-19 – identidad profesional – Moodle – resiliencia – trabajo por proyectos

## INTRODUCTION

In the last decade, professors and students at Cuban universities have been experiencing progressive awareness on the importance of using technology as a support for face to face lessons. During 2019-2021, this believe has been reinforced, it has turned into a need and a source of professional identity which has positively impacted on their resilience, in the quality of university educational services and has posed some challenges as well.

The emergency provoked by COVID-19 pandemic has triggered education online (Sulkowski, 2020; Benadla & Hadji, 2021; Yusof, 2021). In the Cuban context, it has confronted university professors with the fact that creating virtual classrooms for every subject is a challenge that could no longer be deferred; also, that Moodle (Modular Object-Oriented Dynamic Learning Environment) platform had turned into the permanent suitable space to instruct and educate university students (De Medio *et al.*, 2020; Falfushynska *et al.*, 2021; Grigoryeva *et al.*, 2021). Nonetheless, for those who had attached themselves to traditional ways of teaching and learning, more time was needed to update their professional practices, as well as to embrace the advantages of Moodle and to overcome the defies that might appear (Falfushynska *et al.*, 2021; Tomczyk, 2021; Widodo & Slamet, 2021).

As expressed by Kulikowski *et al.* (2021) for some professionals in the educational field, this change has

been felt as imposed. This unavoidable situation in Education has been conceptualized and described by various academics from all over the world (Chen *et al.*, 2020; Hodges *et al.*, 2020; Shereen *et al.*, 2020).

While most authors coincide on the inevitable move of educational processes to virtual spaces, some search for positive effects, and others on the contrary, pay close attention to undesirable changes and negative impacts on professional motivation (Al-Fraihat *et al.*, 2017; König *et al.*, 2020; MacIntyre *et al.*, 2020).

Some authors of this paper, professors of the Foreign Language Teacher Education Program at Universidad Central «Marta Abreu» de Las Villas (UCLV), Cuba believe that most of their colleagues have experienced pleasure and professional growth with the design and use of their own virtual classrooms supported on Moodle platform (De Medio *et al.*, 2020; Ziraba *et al.*, 2020; Tomczyk, 2021). This process was facilitated by the fact that, in 2021, the access to both the University e-mail and the Moodle platform moved to a free-of-charge modality countrywide, for university students and professors (Putri *et al.*, 2020; Benadla & Hadji, 2021; Widodo & Slamet, 2021; Gamage *et al.*, 2022). This opportunity was one of the government initiatives to allow the Cuban tertiary education to go on online.

Within the variety of virtual classrooms that pre-service language teachers at UCLV have at their disposal, there is singular one that

is not bound to any specific subject or cohort. It was created in 2019, specifically to foster the use of project works within Integrated English Practice, one of the core disciplines along the program (Morales-Rumbaut & Salvador-Jiménez, 2019). Such projects initially aimed to enhancing pre-service teacher's professional identity. A systematization carried out by Morales-Rumbaut (2019) allowed to demonstrate the fulfilment of such objective.

Not only did this virtual classroom serve to critically re-plan the projects published by Morales-Rumbaut in 2010 and in 2015 (Morales-Rumbaut, 2019) in two textbooks currently used in all the Foreign Language Teacher Education Programs running countrywide; but also gave the opportunity to add new projects to have students reflect upon the experiences lived during the COVID-19 lock down. In addition, it permitted to study the way both professors and students embrace such projects and the impact of these on their professional identity.

However, such virtual classroom was recently improved to also contribute to the necessary resilience in times of COVID-19 when the teaching and learning process has had to move from a face to face scenario to a virtual one (Yusof, 2021).

A theoretical review on e-learning, project work, professional identity, and resilience was necessary first to set up the bases for the rest of the research process.

### **E-learning as addressed from theory**

Virtual teaching, as described by Mijares-Nuñez (2020) is the mode of teaching mediated by the use of Information and Communication Technologies in which there are essentially two kinds of interactions: Learner-Human and Learner-Content interactions. While (Kumar-Basak *et al.*, 2018) considered E-learning as the kind of learning process supported by digital electronic tools and media.

In a study carried out at University of Aveiro in Portugal, it was pointed out that the successful use of e-learning platforms in the teaching and learning context depends on the teachers having knowledge about the tools, being aware of how they should be used and being capable of organizing all the communication process. They also emphasized on the fact that further studies should consider the underlying reasons for the use, or not, of the e-learning tools by the academic community (Costa *et al.*, 2012).

However, specialists have highlighted the existence of differences in e-learning between developed and developing countries. Zamani *et al.* (2016) studied the obstacles that the latter face regarding e-learning and grouped these in “personal challenges”, “attitudinal inhibitors” and “contextual inhibitors”. According to these authors, the first one includes internal personal features, characteristics, and behavioral habits; the second one refers to attitudes and perspectives of users regarding e-learning features; and the third one comprises external factors such as: the lack of ICT skills

and organizational support in the use of e-learning technologies (Zamani *et al.*, 2016).

In 'normal' times, e-learning poses a challenge for teachers' identity as it moves their role from the conveyer of knowledge to a facilitator of learning through technology. In emergency times, like the ones provoked by COVID-19, e-learning acquires a different connotation (Yusof, 2021). Hodges *et al.* (2020) have coined the term Emergency Remote Teaching (ERT) referring to temporary access to an educational ecosystem in a state of crisis, in the same way, forced e-learning was described as urgent and unpredicted necessity for universities to move activities to the online environment via computer-mediated communication and means of different information technology tools and platforms.

Some of the findings of a research study on e-learning at a University in China (Chen *et al.*, 2020), showed that the most significant challenges were in the students' lack of learning resources, feelings of overwhelmingness and incapacity to maintain learning progress.

The benefits have also been tackled by scholars like Coman *et al.* (2020), who contextualizes e-learning into language teaching and advocates that it provides plenty of opportunities for interaction and collaborative work, thus enhancing language practice; it exposes learners to language all the time, and facilitates integrating the four language skills: speaking, listening, reading, and writing; and it may lead to common projects that stimula-

te online communication and exchange.

Moodle is one of the most widely used open-source e-learning platforms worldwide (Ziraba *et al.*, 2020; Widodo & Slamet, 2021; Yusof, 2021), so the Cuban tertiary education has thoroughly assumed it to develop its teaching learning process during COVID-19 lock down (Grigoryeva *et al.*, 2021; Gamage *et al.*, 2022).

Just as books contain activities, Moodle platform offer different kinds of resources like data base, chat, choice, survey, exam, foro, glossary, tool, lesson, feedback, workshop, task, wiki. It also offers various kinds of questions like: multiple choice, True or False, match, short answer, essay, tick and drag, order, cloze, among others (De Medio *et al.*, 2020; Ziraba *et al.*, 2020).

### **Teachers' professional identity in the Cuban context**

Professional identity has taken a special place in Tertiary Education research during the last decade, particularly the one for teachers. This topic takes higher relevance in Cuban Universities because constant changes are taking place in this level and they undoubtedly, impact the way teachers perceive their profession and how they see themselves as educators.

Teachers' professional identity is assumed by these authors as a dual process through which they become self-conscious of their educative role as compared to the diversity of others. It is shown through action, decision making, and interaction within the pedagogical context and it is closely

linked to quality and innovation in education (Morales-Rumbaut, 2019).

During the changes imposed by COVID-19 as to e-learning (MacIntyre *et al.*, 2020), have inquired regarding professional identity, wondering if language teachers might feel that they are unable to do their job as they cannot hear their students clearly via online transmissions. It might, then, seem that language teachers' professional identity has been challenged by technologies.

Morales-Rumbaut (2019) have been studying the development of language teachers' professional identity and this researcher has acknowledged the periodization on the professional identity in the educational field in the Cuban context, as a very important study that contributed to determine the five periods of development it had gone since 1959.

The first one centered on content learning (1962-1971); the second one, on the systematic interaction with the object of the profession (The research was carried out at the Faculty of Pedagogical Sciences of the "Félix Varela Morales" campus of the "Marta Abreu" Central University of Las Villas, Villa Clara, Cuba. 1972-1980); the third one, on the development of the academic identity (1980-1990); the fourth one, on the development of the disciplinary identity (1990-2002); and the last one, on the interdisciplinary identity (2002). This fifth period, in the opinion of Morales-Rumbaut ends in 2013 when significant changes for the Cuban universities took place. The periodization is a valuable

antecedent that has shed light on the development of professional identity in the educational field in the Cuban context.

However, Morales-Rumbaut (2019) points out that the conditioned character of education as a social phenomenon, compels its updating according to the demands derived from changes in the social, political, economic, historical and cultural environment.

Therefore, the declaration of a sixth period was considered necessary. It was established by Morales-Rumbaut (2019) following significant historical moments for the periodization of the development of the pedagogical professional identity on that of teachers (Alsup, 2006; Brouwer & Korthagen, 2005; Beijarard *et al.*, cited by De Mesmaecker & Lochtman, 2014) and on the professional identity of foreign language teachers (Duff, 2014, among others) and in the growing need to make explicit the development of the professional identity achieved in training professionals (Morales-Rumbaut, 2019).

According to Morales-Rumbaut (2019) this period starts in 2014 and it is characterized by the raising of the educator's social prestige and professionalization levels, by the continuity in the improvement processes of the university programs due to their certification, as a result of self-evaluations and external evaluations by the experts of the National Accreditation Board, the co-existence of short and long cycle curricula in the professional education

training and by a greater social impact from the deepening of educational innovation as an important link in the transformation of society and genuine expression of the close link model-profile-university-society. This period is centered on the development of the identitarian characteristics of professionals. Hence, this period reflects and comprises the context in which this COVID-19 pandemic is taking place for Cuban university students and professors.

XXI century professors must hold distinctive professional qualities such as creativity, imagination, and flexibility to change. These, in an interrelated way, distinguish them from other professionals and allow for the good educative orientation of the young generations to help them succeed in difficult times and become resilient.

### **About resilience**

Resilience has been referred to as the personal qualities and skills that allow for an individual's healthy/successful functioning or adaptation within the context of significant adversity or a disruptive life event (Connor & Davidson, 2003; Luthar *et al.*, 2000).

The authors of this study are in line with researchers who have addressed resilience as a developmental process (Luthar *et al.*, 2000; Yates *et al.*, 2003). The factors related to resilience can be divided into two broad categories: demographic variables and psychological variables. The first ones consider age and gender

while the second ones, include risk and protective factors. Among the protecting ones there are: optimism, positive affect, self-efficacy, self-esteem, and social support.

For the authors of this paper it is important to explore the evolution shown in professors and students in the Cuban conditions regarding their professional identity and resilience, while exposed to the disruptive situation imposed by the COVID-19, which has forced university education to move to virtual environments in a relatively short time.

### **The role of project works in the development of professional identity and resilience**

Globally, Foreign Language Pre-service Teachers and Professors believe working with projects do have a positive impact on their professional identity. Morales-Rumbaut (2019) and Răduca-Hârțescu (2020) have both pointed out that the follow up process for project work needs more attention. Răduca-Hârțescu (2020) also describes collaboration tools in project work as very important instruments to attain good results in both the process and the product.

The term “project work” appeared in Foreign Language Teaching, at least for Cuban professors, in the late 80's, but there is a long and very interesting story about its origin and creator which is traced back to the 18th century. The evolution of the term has also a very fascinating route which has moved from being considered a “method” to be considered “activities”.

This evolution was explained by (Knoll & Dewey, 2012).

The potential benefits of Project Work in the development of professionals have been tackled by researchers like (Caruso & Woolley, 2008). These researchers have pointed out that properly structured and guided projects can reinforce skills that are relevant to both group and individual work, while developing professional identity during their pre-service.

Those skills are:

- to break complex tasks into parts and steps
  - to give and receive feedback on performance
  - to tackle more complex problems than they could on their own
  - to delegate roles and responsibilities
  - to plan and manage time
  - to develop stronger communication skills
  - to share diverse perspectives
  - to pool knowledge and skills
  - to improve understanding through discussion and explanation
  - to hold one another (and be held) accountably
  - to receive social support and reassurance
  - to take risks
  - to challenge assumptions
  - to develop new approaches to resolving differences
  - to establish a shared identity with other group members
  - to find effective peers to emulate
  - to develop their own voice and perspectives in relation to peers
- Morales-Rumbaut (2019) asserts

that project work can contribute to the development of professional identity in Foreign Language pre-service teachers and describes it as:

Communicative, intercultural, modifiable and critical reflexive activities which allow to raise the levels of motivation, integration of knowledge, abilities, habits in pre-service professionals; as well as to form their professional identity so as to fulfill the main professional tasks to educate and instruct during the foreign language teaching learning process (Morales-Rumbaut, 2019, p. 82).

Such description is assumed in the present paper since it connects to its objective and context. It is also assumed that project works facilitate the integration of communicative, social, and researching skills, as well as the preparation for the main professional tasks of educators and to offer the possibility to become creative and flexible which are very important skills and qualities to foster resilient generations.

The objective of this article is to explore the impacts of embracing Moodle platform on the professional identity and resilience of professors and students from the Foreign Language Teacher Education Program through project work at UCLV during the COVID-19 pandemic in the Cuban context.

## **MATERIALS AND METHODS**

A case study was carried out to fulfil the objective, taking into account



that this research approach has been widely used in different areas of applied linguistics for the last thirty years (Duff, 2014), and assuming that it can include a community, a classroom, or a program if they are located in a specific geographic,

political, and cultural space and time (Dyson, 2015).

The research was carried out at the “Félix Varela Morales” campus (Fig. 1) of Universidad Central “Marta Abreu” de Las Villas, Villa Clara, Cuba (Fig. 2).



Figure 1. Satellite photo of the "Félix Varela Morales" campus in Santa Clara



Figure 2. In the bottom left corner: map of Cuba, highlighting Villa Clara within its 15 provinces and a special municipality. At the center: the province of Villa Clara and its 13 municipalities of Isla de la Juventud and Below the province of Villa Clara with its 13 municipalities

**Population and sample**

A sample of 50 students belonging to the Foreign Language Teacher Education Program at UCLV and 10 professors who teach the discipline Integrated English Practice in the different academic years were chosen out of a population of 123 students and 27 professors in such program, following a purposive sampling technique. The majority of the students were between 18 and 21 years old and they were enrolled in different cohorts studying in the program from 2019 to 2021. It is important to highlight that these professors are required to teach through the online modality, using the Moodle platform during COVID-19 pandemic, as part of their educational and instructive actions (Ziraba *et al.*, 2020; Sinaga & Pustika, 2021; Makruf *et al.*, 2022).

**Ethic aspect**

In the context of this research, participants were assigned a code each to preserve confidentiality. Consequently, their names were not used despite of the fact that they were very willing to collaborate and open to share their opinions and reflections freely. Methods like document analysis, survey, participant observation, and recollection of graphic and audiovisual evidences were used in order to gather data for the study. The first one allowed to analyze documents that set important strategic objectives to be fulfilled throughout the program, like its Educational Strategy for years 2019 to 2021, and the Follow up Action Plan contained in the Program

External Evaluation Report presented by the National Accreditation Board in 2018. The aim was to find out whether such documents projected the use of online teaching, e-learning platforms, the enhancement of computer skills in students and professors, and the development of professional identity, within their objectives. The survey aimed to find out both the students' and professors' opinions on the following topics: positive or negative experiences with project works devoted to develop professional identity and resilience; good practices in the use of Moodle platform; project development in confinement and its impact on their role as students or educators, correspondingly. The surveys were carried out online and delivered through WhatsApp groups, created in March 2020 as an alternative to communicate with students and professors, right when the pandemic was starting to impact the Cuban population. Participant observation allowed for the perception of the students' and professors' improvements in the use of Moodle platform and also of their advances in terms of professional identity and resilience as they worked through the project works. As to the recollection of evidences, a total of 35 graphic and audiovisual evidences of project work during COVID-19 were analyzed. They covered the activity of both students and professors within the «Project Work» virtual classroom to reflect their evolution in getting adapted to the virtual context under the new circumstances imposed

by the pandemic. The collection of graphic and audiovisual evidence was also a very useful method within the research process, since the gathered data provided feedback on the impact of the research.

## RESULTS AND DISCUSSION

The virtual classroom devoted specifically to the development of project works was enriched with 13 new tasks contextualized in the COVID-19 pandemic setting, and preconceived for the students to reflect their active role as university learners in such context (Sinaga & Pustika, 2021). These new project works were not conceived to be like strait jackets for the students, since these are always invited to adapt them or simply to come up with new ideas that meet the project objective.

The proposed projects were meant to yield the following products:

- Tutorials on how to distinguish fake news from objective ones during the pandemic
- Comparative results on the COVID-19 pandemic impacts in different countries
- Articles about the effectiveness of the local government rules and main learnings during the pandemic
- Pieces of poetry
- Collages
- Drama (plays) about the pandemic personal and group experience
- Documentaries about the pandemic in the locality

In this regard, the results encountered in the Cuban context coincide with the one referred by Kulikowski *et al.* (2021) regarding the positive impact on skill variety. Thus, the participants showed a better follow up process of project creation, which includes professors, and students belonging to different cohorts, giving them a sense of professional identity since they felt they belong to a community on a systematic basis. Nonetheless, this has been a process that has taken time and that has challenged professors and students at times.

When it started in 2019, professors needed answers to questions such as: What is Moodle? How does it work? Will the students use this platform? Will it be suitable and useful in the Cuban context?

While professors asked themselves such questions, most of them attended a well-planned postgraduate course on how to use Moodle platform (Ziraba *et al.*, 2020). Then, with the guidance of the most skillful professors from the Foreign Language Department, who encouraged the rest to go on and explained how to overcome any difficulties in the process, most of the teaching staff understood that Moodle is one of the most widely used open-source e-learning platforms from which they could benefit (Ziraba *et al.*, 2020; Falfushynska *et al.*, 2021). The professors understood that its use guarantees progressive activities, constant interaction, immediate feedback and evaluation for many of the activities assigned (Widodo & Slamet, 2021).

This research in the Cuban context has allowed the authors to demonstrate by means of the triangulation of the results obtained from the different methods, that most professors and students are ready to face the challenges and move forward in the development of skills regarding e-learning.

Morales-Rumbaut (2019) pinpointed the value of project work activities, supported by the university Moodle platform on a virtual classroom, in the development of professional identity in foreign language pre-service teachers.

The authors of the present paper assume that position and consider that this virtual classroom is an accessible tool for students to create, to check up the questions during the process, to publish the resulting products and to socialize them among all the students and professors of the program. Hence this virtual classroom can be considered a collaboration tool as Răduca-Hârțescu (2020) named it.

The triangulation carried out allowed to assert that the virtual classroom for Project work enhances the development of the skills in the foreign language, as well as academic, personal, social, and professional ones because students research, collaborate among them, show respect for others, innovate and create. It also showed that 49 of the students surveyed expressed that the process done during the pandemic for the creation of projects helped them to lessen the stress during confinement, as they felt motivated to write in English, to create new products and to socialize them on

the virtual classroom supported by Moodle (Ziraba *et al.*, 2020; Sinaga & Pustika, 2021). Only five students from first year expressed that it had been difficult to complete the tasks, since they had never used virtual spaces for academic purposes before. Nonetheless, it was recognized by them that help was offered by the rest of the group members and professors and in that way they could widen the limited knowledge and develop skills while using the technology at their disposal (Morales-Rumbaut, 2019; Răduca-Hârțescu, 2020).

The survey to professors showed that 9 out of 10 exhibited high levels of self-esteem. They were positive about the outcomes of the virtual classroom and also about the support offered among students and professors when they faced any difficulty in using the virtual classroom. Only one professor expressed that, despite the fact that connectivity has been free of charge for university professors and students to use Moodle, there were instable connections in the region where he lives and that had affected the process adding stress in some occasions.

The document analysis carried out in this research confirmed that the topics of online teaching, use of Moodle platform (Ziraba *et al.*, 2020), development of computer skills in students and professors, development of professional identity have been included in the Educative Strategy of the program (2019, 2020, 2021), particularly within the methodological session plans for professors, as well as in the Follow up Action Plan contained

in the Program External Evaluation Report presented by the National Accreditation Board in 2018, which is revisited every academic term so as to verify its level of accomplishment.

Some of the professors' reflections gathered during the research were the following:

- "In spite of the government's efforts to provide all professors and students with free access to the Moodle platform on the Internet, there are some localities with very poor connectivity." LG
- "Still not all professors or students own electronic devices that allow for access to e-learning. However, we acknowledge the fact that there are other choices as well, for example the Community Informatics Centers, which are at our disposal to work on the virtual classrooms." MF
- "I agree that using Moodle for e-learning has many advantages. I have developed my informatics skills, I can use moodle with ease, but it is a source of stress though, for those who didn't train themselves before the disruptive situation provoked by COVID-19." LF

The participant observation covered the activity of both students and professors, within the «Project Work» virtual classroom. It was encountered that 45 students could exchange questions or doubts during the process of the project creation while the rest didn't do it. It was also, observed that seven professors kept systematic contact with the students by using chats and foros devoted to this process while only three evaluated the

final result presented by the students without using the resources.

A total of 35 evidences were analyzed. They showed that 29 results were very creative projects which included other possibilities that had not been suggested by the professors such as: composition and song recordings, video creations, crosswords, family experiences, posters, nursery rhymes adaptations and riddles. Only six results were strictly attached to what was suggested. Two examples of posters are shown below in figure 3.

As expected in general, one of the main outcomes of the present research lays on the fact that professors and students have increased their knowledge and skill variety while using the different resources Moodle offers such as wikis, foros, workshops, chats, tests, and tasks (Ziraba *et al.*, 2020). They have done a better use of all the resources at their disposal.

Also, that the Project Work virtual classroom created in 2019 and used by different cohorts in the Foreign language program and professors, was a valuable space for both to give and receive positive affect; which has turn into a source of resilience as they could help each other and to advance in the development of project works.

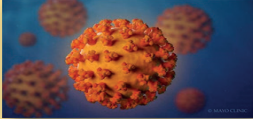
Collaboration among professors and students through the Project Work virtual classroom enhanced the occurrence of protective factors such as: positive affect and self-esteem which undoubtedly, has positive impacted on professional identity and resilience in the subjects of this research in the Cuban conditions.

**MINI PROJECT:**

**Nombre:** Amanda Carballido Mangano. **Municipio:** Caibarién



As we all know our planet has been severely devastated by the pandemic COVID-19. Its severe lethality, and terribly harmful side effects have undoubtedly demonstrated that said virus is not laughing matter. In our country we have had many cases and some of them have died, which is dismal. I really wonder how irresponsible some people are. It is well known that there are some important and necessary measures for us to apply in order to protect ourselves. Being a young active member of my community I have been assigned to contribute with my effort while watching and controlling shop lines, making sure customers behave properly, thus keeping their mask on and social distancing.


**MINIPROJECT: YOUNG VS COVID-19**

**AUTOR:** Claudia Amanda Armifana Olivera





**POLYCLINIC:** José Ramón León Acosta  
**DOCTOR'S OFFICE:** Number 13  
**DOCTOR'S:** Liset García and Julio Pou Abrahantes  
**NURSE:** Geina Rivero García  
**POBLATION:** 1192 persons

**JANUARY 2021**

**POSITIVE CASES:**  
 \*Sara López Gil 54 years old  
 \*Bárbara Pérez Aguilera 61 years old  
 \*Freddy del Sol Mederos 51 years old

**DECEASED CASES:** no cases

**IMPORTED CASES:** no cases




**YOUTH WORK AGAINST COVID-19**

To help fight covid 19 , youngs Cubans:

- \* Donate blood
- \* Carry out daily investigations
- \* Enter the red zone as helpers
- \* Organize lines in stores and supermarkets
- \* Distribute food in quarantine zones .



**MEASURES TO EVIT COVID -19**

1. Wash your hands frequently with soap and water or using an alcohol solution
- Before dining and after you prepare food
- Before eating.
- After toilet use
- When hands are visibly dirty
2. Keep distance of at least 3 feet away from people who shows symptoms of flu and avoid crowded places
3. Avoid touching your mouth , nose and face with your hands as well as any potentially contaminated surface like hand rails etc.
4. When sneezing or coughing cover you mouth and nose with a disposable tissue or use you upper sleeves (not your hands)
5. If you have symptoms such as cough , fever or breathing problems , don't panic, stay at home and call you doctor
6. Respect quarantine




Figure 3: Two examples of posters as project work products.

The study case allowed to explore the impacts of embracing Moodle platform on the professional identity and resilience through project work virtual classroom in professors and students belonging to the Foreign Language Education Program.

After the data collection process, the researchers reviewed all comments, feedbacks and opinions expressed by the subjects in order to establish regularities of the exploration.

Creativeness have been present in the project works done by the students during COVID-19 pandemic in the Cuban context and guided by professors. The vast majorities created new products not attached to what was suggested which reflected their potential regarding teaching through arts such as songs, poems, acrostics which is understood by the authors as a source of professional identity and resilient skills and qualities (Sinaga & Pustika, 2021).

It has confirmed the authors believe that project work can contribute to the development of professional identity and their resilience in Foreign Language pre-service professionals since they show high levels of motivation, integration of knowledge, abilities, habits; and they express a better preparation for the fulfillment of the main professional task; that is to educate and instruct during the foreign language teaching learning process.

The authors of this paper would like to point out that the assessment was also beneficiated through the use of the virtual classroom because the

students could improve their projects in the process, then the results could be improved and the technology at their disposal was used to favor their professional identity, personal growth and resilience.

Undoubtedly, the quality of the professional identity development through Project work supported by the use of new technologies such as virtual classrooms is higher because students and professors have experienced a growth and bigger commitment in the Foreign Language Teacher Education Program who can cascade this experience in their practicum and workplaces in the near future. Having the chance to exchange some of the experiences carried out during COVID-19 lockdown, also allow for a better professional preparation and fulfilment of the educational orientation, as one of the main professional functions any educator should fulfil.

The virtual classroom created for project work allowed for a better follow up process on both the professors and the students in the different cohorts of the program. The exploration carried out on the theoretical and practical results exposed in this paper allow to assert that there are positive impacts on the professional identity and resilience of professors and students from the Foreign Language Teacher Education Program through project work at UCLV during the COVID-19 pandemic in the Cuban context. They have increased their knowledge and skill variety, and done a better use of all the resources at their disposal while using Moodle (Ziraba *et al.*, 2020).

The Moodle Platform (Widodo & Slamet, 2021) of the UCLV University has proved to be a feasible and an accessible virtual environment for all students and professors to collaborate in COVID-19 pandemic in the Cuban context and it has enhanced the occurrence of protective factors in the subjects which have positively impacted on their professional identity and resilience.

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