

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



TITULO

THE INTEGRATION OF TECHNOLOGICAL TOOLS IN HIGHER EDUCATION

PRESENTED BY

JUAN MIGUEL ALAS MENJIVAR	(AM12135)
MARÍA JOSÉ CASTAÑEDA ORTÍZ	(CO16006)
MANUEL DE JESUS HERNANDEZ	(HH06064)

ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS

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ASSESSOR

LICDA. SEY DANISIA NAJARRO DE ALVARADO

MAY 2ND, 2022, CIUDAD UNIVERSITARIA, SAN SALVADOR, EL SALVADOR,

CENTRAL AUTHORITIES

ROGER ARMANDO ARIAS ALVARADO, MSC
PRESIDENT

RAÚL ERNESTO AZCÚNAGA LÓPEZ, MSC
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JUAN ROSA QUINTANILLA
ADMINISTRATIVE VICE-PRESIDENT, MSC

FRANCISCO ANTONIO ALARCÓN SANDOVAL, MSC
GENERAL SECRETARY

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SANDRA LORENA BENAVIDES DE SERRANO, MSC
VICE DEAN

JUAN CARLOS CRUZ CUBIAS, MSC
SECRETARY

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ANA GRACE GÓMEZ ALEGRÍA, MSD
HEAD OF THE DEPARTMENT OF FOREIGN LANGUAGES

MIGUEL ÁNGEL CARRANZA CAMPOS, MsE
GENERAL COORDINATOR OF THE GRADUATION PROCESS

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ABSTRACT

The growth of the Internet has led to an increased usage of itself in the educational field; for that reason, more educators are acquiring more experience and knowledge regarding virtual environments and tools that enhance the teaching-learning experience. The purpose of this paper is to present a review of the principles in online education and the use of technological tools for teaching and learning a foreign language in a virtual modality, which has been learned through a specialization course provided by the Department of Foreign Languages. The aforementioned program has been divided into three modules containing different aspects to learn in regards to virtual environments in which active participation from the students at the time of using the technological tools taught has been a key factor to increase their ability when use them. The results obtained at the end of the specialization caused a positive impact since it was developed in an adequate online environment. Likewise, effective feedback was provided at the time of putting into practice the content learned. Considering all of these, the more participants learn how to teach a class online, the best performance they will have in an online environment.

Keywords: Technological tools, teaching applications, virtual platforms, learning process, online education.

INTRODUCTION

Over the past few years, the phenomenon of the Internet has incremented in its usage and caused an impact on people's lives, especially in the educational field. With the development of learning technologies in the late 20th century, the education system has changed rapidly. This is due to the capability of technology to provide proactive, easy access, and comprehensive teaching and learning environment (Ghavifekr & Rosdy, 2015).

Good teachers' management of technologies applied for education can guarantee a better quality of this one since all the benefits can be explored in the best way providing students with an education early immersed with virtual tools. Furthermore, developing a class in a virtual environment not only gets rid of barriers of time, space, and distance; but, also enhances the quality of the learning experience since wider methods of teaching can be explored. In addition to that, the use of technology has shown an increment in the learner's interest and motivation to adapt to the technological demands we live in nowadays.

Computers were introduced to the language learning area in the '60s, and lately, information and communication technology (ICT) in the form of e-learning has brought several benefits as new approaches were developed to boost the quality of teaching and learning outcomes. One of those changes we can mention is the integration of technological tools for teaching in a virtual modality. Several multimedia resources can be found online, just as podcasts, online presentations, and online quizzes, among others. Not to mention that the implementation of this kind of technology allows learners to provide learning opportunities outside the classroom along with increasing the different styles of learning.

It is for this reason that the University of El Salvador is expanding the fundamentals of online education and its application to English language teaching; This final report will explain in further

detail the, objectives, activities carried out, achievements and conclusions, and recommendations of the specialization course entitled: "Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros" and the aspects learned as students of the Foreign Language Department.

OBJECTIVES

General objective:

To describe the contents learned during the specialization “Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros” offered by the Department of Foreign Language at the University of El Salvador.

Specific objectives:

1. To explain the uses of the technological tools and platforms learned during the degree specialization offered by The University of El Salvador.
2. To state, the most important activities carried out during each of the modules developed in the specialization course.
3. To identify the most useful digital materials for the language teaching-learning process created during the specialization offered by the Department of Foreign Languages.

THEORETICAL FRAMEWORK

Effects of COVID-19 in the educational field

The unexpected outbreak of the COVID-19 global pandemic caused abrupt alterations to normality in different fields, and education was one of them; being greatly affected when it faced a sudden change from face-to-face to virtual modality. According to the study "Cómo utilizar internet y, la tecnología para seguir dando clase en la pandemia de coronavirus" (2020), educational institutions around the world considered that it was necessary to opt for an adaptation in their teaching methods and strategies, and one of the alternatives that could reach the needs of this new modality was the implementation of technological tools and virtual platforms to guarantee a distant educational continuity.

Previous to the pandemic, a significant number of professors were not used to the implementation of technological tools in their teaching methodology. The process of transferring traditional face-to-face classes to virtual classes had a direct effect on the increase in teachers' working hours, not only in the preparation of learning material but also in their methodology; nevertheless, the adjustment for institutions to a virtual modality was imperative. Likewise, the University of El Salvador decided to change its face-to-face modality to a virtual modality. In concordance with the online article published by MINED (2019), the General Coordinator of Online and Distance Education, professor Luis Hernández, highlighted the collaborative work along with "La Unidad de Producción y Multimedia" in the training of various professors and instructors of the University of El Salvador for the usage and management of different virtual platforms and technological tools to facilitate the academic processes.

Therefore, we can state that the virtual educational modality offers multiple possibilities when learning at any time and geographical place, in which technological resources play an essential role. In the exceptional moment experienced due to the pandemic, technology has allowed professors and students to continue their academic activities in a remote environment.

Information and communication technologies in education (ICT)

Information and Communication Technologies (ICT) are defined in Collins dictionary (2020) as activities or studies involving computers and other electronic technology. It can be stated that ICT in education refers to the use of computer-based communication that is incorporated into the daily classroom instructional process. The use of ICT has increased during the last years both at home and in school. Nowadays, it is common to see people walking around using a technological device for communicating with others, to be updated, or only to have some fun; all this is because of the rapid development of technology (Castañeda, J. E. & Arcila, F. C. 2012). In addition to that, with the development of learning technologies in the late 20th century, the education system has changed rapidly. This is due to the capability of technology to provide proactive, easy access, and a comprehensive teaching and learning environment (Ghavifekr & Rosdy, 2015). ICTs can bring endless benefits to education and support innovation in the teaching-learning process. According to Kennewell et al. (2000), integration of ICTs in teaching requires understanding at a deeper level to facilitate the development of strategies and processes to identify opportunities, solve problems and evaluate solutions as cited in Essays (2018). Good teachers' management of technologies applied for education can guarantee a better quality of this since all the benefits can be explored in the best way providing students with an education early immersed with these functional tools.

Learning Management System (LMS)

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process (Rouse,2019). By making use of LMS, education can take place from anywhere at any time, it helps to organize and create different courses of any kind and deliver education courses through computer programs. An LMS might be known by different names, these include course management systems (CMS), virtual learning environments (VLE), and e-learning courseware. Nonetheless, some authors recognize a distinction between the Course management system and the learning management system. LMS is commonly associated with computer applications which we would identify as Course Management Systems (CMS). These systems are used primarily for online or blended learning, supporting the placement of course materials online, associating students with courses, tracking the student performance, storing student submissions, and mediating communication between the students as well as their instructor (Watson, 2014). Unlike a CMS, LMSs are made specifically for online learning. That is why an LMS comes with a host of interactive learning features that a CMS isn't cut out for. Gamification, quizzes, and even the ability to schedule live webinars and discussion forums, make learning on an LMS far more engaging than on a CMS.

Virtual Platforms

Among the new technologies that are currently available, virtual platforms are included. Pavón (2005) stated that a virtual teaching platform is understood as software that has different functions because of the various components and tools in such a way that presents a "virtual environment" in a homogeneous whole or space for the development of training activities as cited in Barrera Rea & Guapi Mullo (2018). Based on this, virtual platforms can be considered as new tools for education and become a great support for many teachers since these can strengthen the teaching-learning process by providing an easier way for its development. Virtual platforms pretend to

provide an education to be as functional as face-to-face courses. These technological tools are frequently used by some institutions that offer online education for those people who cannot attend traditional classes for different reasons and follow a process completely through the network.

Teachers' Roles in a Virtual Learning Environment

Nowadays virtual learning environments represent an entirely new form of educational technology. They offer the educational institutions of the world a complex set of opportunities and challenges. In information management systems human agents can be considered one of the most important factors that make the system run more smoothly (Peterson, 1988). In this manner, the role of teachers in e-learning environments is very important to answer to estimate the productivity of systems. The introduction of a virtual learning environment in any formal educational setting, such as a classroom or scheduled course, immediately changes the role of the teacher. (Scanlon, 1997) Teachers must monitor progress and results obtained by the planned activities. Use the information provided by educational platforms and tools to make decisions about their teaching practices. Continuously motivate students, show progress, and recognize small achievements. According to (Weiner, 1985; Corpus et al., 2009) motivation directly affects the way people learn as they put emotional investment – interest to achieve a task in their learning process (Roles of teachers in e-learning, 2010). According to Chris James (2019) to carry out an excellent role as a teacher in the virtual classroom, it is necessary to take into account the following attitudes for the good management of students. A proper guide: An online teacher needs to play the role of guiding students through one or more online learning experiences. After all, different online learners prefer different learning styles and modes. So, online teachers need to change their mode of teaching accordingly to provide personalized education.

Teacher's role as a motivator: It is not hidden that online learners need to remain motivated throughout their online courses. Online learning is hard work. Studying online can feel isolating and discouraging without a proper dose of motivation and encouragement. Thus, part of the teacher's role when teaching online is to make good efforts to communicate encouraging messages to each student.

Teacher's role as an effective communicator: Teacher-to-student and student-to-student communication play a vital role in an online learning environment. Often students are asked to complete an Orientation before starting their online course.

Teacher's role as co-learner: Online teachers need to be good learners themselves. This is because the online teaching techniques change pretty often. So, they need to train themselves first before taking any online classes.

The implementation of technological tools in the teaching and learning process.

In a new era, full of new types of technologies, more tools are growing every single day to innovate and apply those technologies to the teaching field. Within the framework of structural components of general, cultural, and professional aspects, the issue of technological literacy formation of future teachers is still urgent. Another important aspect is the ability to provide learners with assistance in using information and communication technologies (ICT) for the organization of successful cooperation, solution of some educational problems, and skill development in modern school ICT-rich educational environments (according to UNESCO recommendations of 2011).

DESCRIPTION OF ACTIVITIES

Course Description of Module I (Online English Language Teaching)

Module I of the specialization took place from August to October 2021. The module covered the fundamentals of online education and its application to English Language Teaching, specifically the virtual or online teaching approach through the design of an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities. The research team learned to conduct activities in Moodle, TEAMS, and Meet for synchronous activities. During the first week, the teacher created a social forum on the UES campus to encourage the students to share their expectations and goals of the specialization. Also, a welcome video created in Powtoon was presented by the professor to give a warm greeting to the specialization course.

In the second week, the teacher shared information related to the E-learning concepts and explained the five most important learning theories as Behaviorism learning theory, Cognitive learning theory, Constructivism learning theory, Humanism learning theory, and Connectivism learning theory. In addition, the teacher explained the importance of learning theories, since these theories help us understand, predict, and control human behavior and try to explain how these topics access knowledge. At the end of this class, the teacher assigned a task in which we had to use the Moodle platform.

In the third week of the module, the teacher shared a short introduction about the learning management system (LMS) the group and the teacher shared ideas and opinions about the topic.

During the fourth week, the teacher showed some videos regarding the topic, concepts, and the importance of each LMS that was shared during the class. Besides, the infographic was explained by the teacher and shared an example of an infographic created on the canvas platform. At the end of the class, there was a practice to know how to use canvas and how to create an infographic.

In the fifth week, the teacher explained educational platforms along with their uses for online asynchronous classes, such as Edmodo, Moodle, and Schoology. Moreover, she explained how to use Google Classroom. Then, a video as extra learning material was uploaded to the campus so that the students can reinforce what they learned in the class. In the sixth week, the teacher at the beginning of the class made a quiz as an example of the activity we had to do in the following activity. Later, the group practiced during the class the use of Google forms for the creation of online quizzes. Finally, the guidelines for the evaluated activity of Google Classroom were posted.

In the seventh and eighth weeks, the professor presented videos, multimedia, tutorials, web sites to help students to clarify their doubts. After that, the final evaluated activity was developed, in which each of the students had to do a demo class creating an online classroom using the platform Google Platform, to give a demonstration class.

Week	Digital tool	Activity is done in module I
1 and 2	Moodle is a platform or learning system designed to create and manage online training environments.	Forum activity: A social forum was posted to encourage students to share their opinions regarding the beginning of the specialization and get familiar with the course.

<p>3 and 4</p>	<p>Moodle platform.</p> <p>Infographic: An infographic is the visual representation of information and data.</p>	<p>-Forum to answer questions or clarify doubts: Another forum was created to clarify doubts or questions from the students, regarding the activities that will be carried out during the course.</p> <p>-An infographic was created using the canvas platform, the infographic consisted of writing about the importance of the learning management system, also the team should have used images and texts and all the elements that canvas provides to create an infographic.</p>
<p>5 and 6</p>	<p>Google Classroom:</p> <p>It is a platform that allows teachers to manage what happens in the classroom online, in a collaborative way</p>	<p>The activity consisted of creating a virtual classroom in groups and using the different tools the platform offers in which videos and activities in PDF format were uploaded as well as links and learning material for students to develop the activities, then a file was uploaded to campus containing screenshots of all the activities carried out in Google Classroom.</p>
<p>7 and 8</p>	<p>Platforms for Videoconferences (Zoom, TEAMS, MEET):</p> <p>These apps are also called “online meeting platforms.”</p> <p>This software is similar to virtual event platforms and can help with virtual team</p>	<p>Finally, a demonstrative class was developed as an evaluated activity, students worked in groups on the creation of a virtual classroom using a Learning Management System which was Google Classroom; in addition, they scheduled and carried out synchronous work</p>

	engagement and facilitating team-building activities virtually.	sessions using Google Meet.
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Course Description of Module II (Educational Applications for Learning a Foreign Language)

Module II of the specialization took place from October to December 2021. During this module further fundamentals regarding the use of technological tools for teaching-learning, a foreign language in a virtual modality were learned. Different activities were carried out along with the directions from the professor and individual as well as a collaborative practice was done to master the technological tools for the learning-teaching process. In the first week of the module, a social forum was created by the professor on campus to introduce ourselves in an online environment, each of the students wrote about themselves and interacted with each other. Such activity was carried out in the tool of forum activity which can be found in Moodle Campus.

This tool provides a safe space to exchange ideas and points of view between student-teachers and/or students-students. In addition to that, the first class was taught by providing useful information about the start of the course along with an introduction to the tools that will be studied during the module. Finally, the guidelines for creating an infographic were explained as part of the evaluated practice of the module. In the second week of the module, further instructions on creating an infographic based on the fundamentals of technological tools when teaching a language were given. Additionally, theoretical information was provided by the teacher to explain technological tools for educational purposes when teaching a foreign language, taking into account important aspects such as digital learning tools, teaching with technology, advantages and disadvantages of using technology in education, and so on. At the end of the class, an online practice was done using

Nearpod. In the third week of the module, the tools Edpuzzle and Flipgrid were taught providing multimedia material, tutorials, and practice activities.

In the fourth week of the module, the tools Flippity and Liveworksheets were taught providing multimedia material, tutorials, and practice activities. The professor explained in class step by step how to use Flippity and Liveworksheets then a short practice was made having the students create an activity in Liveworksheets. In the fifth week of the module, the tools Nearpod and Padlet were taught providing multimedia material, tutorials, and practice activities. In the sixth week of the module, the tools Powtoon and Kahoot were taught providing multimedia material, tutorials, and practice activities. The professor showed videos about the principal uses and tips when using Powtoon and Kahoot so that the students can have a better understanding of these technological tools. In the seventh and eighth weeks, the final evaluated activity was developed, in which each of the students had to use one of the following educational tools: Nearpod, Kahoot, Padlet, or Liveworksheets to give a demo class. A lesson plan had to be created designing the content and activities of the demo class specifying the educational tool to be used and the macro or micro skill that will be developed.

Week	Technological tool	Activity is done in module II
1 and 2	Infographic: It is a visual representation of information and data. It combines elements such as text, images, and charts.	Infographic: An infographic was created using the platform Canva, the content was about the principles of technological tools for teaching a language, text size, color of the text, design, and arrangement of the elements were taken into account when creating the infographic.
3 and 4	- Edpuzzle: It is a teaching	Edpuzzle: A practice activity was created by using

	<p>tool used to edit content and add interactive elements to pre-existing videos. Videos can be customized by adding voice, embedded questions, links, etc.</p> <p>-Flipgrid: It is a video discussion tool that allows students to do oral assignments by recording their responses.</p> <p>-Flippity: It is an interactive website that allows teachers to create flashcards and quizzes, pre-done templates can be found just to personalize them.</p> <p>-Live worksheets: It is a tool that allows teachers to create interactive worksheets for their students. It allows using the worksheets printed or online,</p>	<p>Edpuzzle, in which an account was created, then a video was taken from youtube and uploaded in Edpuzzle, then audio was added giving instructions, after the content some questions were embedded to assess the video.</p> <p>-Flipgrid: An evaluated activity was done by using Flipgrid, in which a video summary about the tools Edpuzzle, Flipgrid, Flippity, and Liverworksheet explaining the advantages and disadvantages was recorded</p> <p>-Flippity: A live tutorial was explained by the teacher showing how to do an activity by using flippity. A pre-made template was edited it allowing the editor to turn a google spreadsheet customizable worksheet or sheets: A directed activity was carried out during the class using flippity. In which a pre-made worksheet was downloaded from the internet, then edit it in flippity by adding interactive elements that allow the teacher to evaluate the student's responses</p>
5 and 6	<p>-Nearpod: It is a digital tool that lets teachers create slide-based learning resources like quizzes, videos, and collaborative boards that are</p>	<p>-Nearpod: A live tutorial was explained by the teacher in which he showed how to create a collaborative board in Nearpods to encourage students to post their responses. He also showed different templates that can be used as a slideshow</p>

<p>interactive for students to engage with and learn from.</p> <p>-Padlet: It is a web app that lets users post notes on a digital wall. The notes posted by teachers and students can contain links, videos, images, and document files.</p> <p>-Powtoon: It is an online platform for creating short video presentations. We can add interactive elements such as animation, live-action videos, images, designed backgrounds, and soundtracks, and moving graphics.</p> <p>-Kahoot: It is an online game-based learning platform. It allows teachers, organizations, and parents to set up fun web-based learning for others. It allows teachers to create new quizzes from scratch, and personalize educational games.</p>	<p>that can be edited in Nearpod.</p> <p>-Padlet: An online activity carried out during class time was done in which the professor used Padlet to post explained questions regarding the technological tools using the teaching-learning process and we as students had to post the answers defending our point of view.</p> <p>-Powtoon: A live tutorial was explained by the teacher, showing how to access the app Worksheets which is another resource that is available in the panel such as adding text, transitions, voice recording, music, slides, images, embedded elements, etc. All this is to manage the tool appropriately. After that, the guidelines for doing the evaluated activity was provided in which we had to record a video using Powtoon to talk about the advantages, and disadvantages of the use of technological tools when teaching English. The video was hosted on youtube and the link was shared on campus.</p> <p>- Kahoot: A video tutorial was shown during to class time explaining the use of Kahoot for the teaching-learning process. It explained the different features the platform offers such as creating interactive presentations, as well as the advantages and disadvantages it has. A practice was left to get familiar with the use of Kahoot, in which an interactive quiz was created by using multiple-</p>
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		choice questions as well as true and false questions.
7 and 8	-Kahoot (multiple choice): Multiple choice answers allow players to select one correct answer among all the options based on the question.	Demo-class using Kahoot: A demo class about the topic Seasons and clothes was given, using Kahoot to develop the activity which contained a Slideshare created in the platform about the vocabulary to learning order to evaluate it later on by using the multiple-choice option.

Course Description of Module III (Design of Didactic Materials for Virtual Environments)

The beginning of the last module, module III, took place from January 22nd of 2022 until March 12th. The first class was about the design of didactic for virtual environments. This class was in a virtual modality taught by the professor. An excellent commitment and powerful management of knowledge were shown by the teacher. She focused on the importance of learning how to design didactic material for the students applying technology. Then, she read the syllabus and explained the activities that will be carried out in the following weeks. After that, she explained the creation of a podcast. The professor previously created an excellent sample of a podcast welcoming the students. After that, the professor showed a video of how she created her podcast and played some videos from Youtube giving tips on how to create our podcast introducing the website Soundcloud which was used to later host our podcast.

In the second week, the topic was Audacity. It is an application in which we as teachers can edit and create the audio for our podcast. A video was provided by the teacher about how to use the application and edit the audio. Then, she gave the outlines for the first assignment which was the creation of our podcast. During the third week, the teacher started the class which is the application

Soundcloud, which was used to upload the podcast, then a video about how to use the application was played by the teacher. Finally, she explained the criteria of the Podcast assignment and gave more details about how to present the tasks on the Campus platform. During the fourth week, the teacher encouraged us to see and play with an interactive image as a warm-up. Then, she explained how to edit and create an interactive image in Genially. After that, she provided some minutes for the students to create their interactive images to later explain the process of how the activity was created. At the end of the class, the majority of the students shared with the class their interactive image, and she provided details about the second evaluation activity, an interactive image, and mentioned in advance the final task that was done on Google sites.

In the next week, the sixth class was taught. The topic was color theory and the basic elements of a slide presentation such as shape, the color of the background, and font size to know how to combine those features into an optimized slide presentation. Just, for example, how to apply the background with a dark color and light letters. At the end of that day was, the professor explained the assessment which was to create a slide presentation.

For the following meeting, the topic fundamentals of video production were developed, and the professor explained important elements to take into account when recording and editing a video. Finally, the last class arrived on March 05th, 2022. On that day, students had to present their group work with all of their classmates as the audience. Every team has to develop the presentation in no more than 5 minutes for each student. That was a real challenge due to a lack of time to present a very complex final work. But, the time is enough if we create a nice idea that goes straight to the point and has a clear idea about what we want to express. All the groups presented their work, and, the audience enjoyed listening to them.

Week	Technological tool	Activity is done in module III
1 and 2	Podcast: It is a multi-media digital file distributed over the Internet to be watched and listened to on a computer, iPod, or another device.	A podcast was created as an extracurricular activity, in which the students wrote a script for educational audio. The audio was recorded using a smartphone and a music background was added to finally edit the audio in the online application "Audacity". The final result was hosted on SoundCloud, learning in that way how to create a podcast.
3 and 4	Genially: It is a media creation platform focused on designing and sharing media creations and presentations of all kinds.	The online app Genially was used for designing interactive learning content. An image of a specific topic was modified by adding interactive elements such as animation, interactive effects, text, and audio. After the activity was done, the link was shared on campus to be evaluated.
5 and 6	<p>-Google Slides: It is an online presentation app that lets the user creates and formats presentations and work with other people collaboratively.</p> <p>-Video editors (OpenShot): These are online platforms used for editing videos. OpenShot can create stunning videos, films, and animations with an easy-to-use interface and rich set of features.</p>	<p>-Google slides were used to design a presentation and apply the rules for content design. Between 20 and 30 slides were added to the presentation taking into account using appropriate font size, background color, and appropriate images. Finally, the link to the presentation was shared on campus to be evaluated.</p> <p>-An educational video was created in which students planned a script to make a farewell video to post it later on Google sites. Elements such as lightning, appropriate clothes, background, and voice tones were taken into</p>

		account to create the video.
7 and 8	<p>Google sites: It is a free website builder from Google. You can create websites with collaborators by giving another Google user edit access. Google Sites are compatible with other Google services like Docs, Sheets, and Slides.</p>	<p>The final activity was completed in groups by using the Google sites website, which was linked to Google Classroom to organize content for a specific audience. Within Google Classroom learning tools were implemented such as a discussion forum, an assignment, and a quiz to present content in a virtual environment. Also, Google sites website was used to embed all the teaching material designed in Module III along with 2 tools of module II with the aim of explaining the purpose of using each of the activities.</p>

ACHIEVEMENTS

During the specialization course on the administration of virtual environments and digital tools in virtual classrooms, many skills and competencies were developed, culminating in an incredible experience and great achievements.

The team managed to learn how to create infographics for educational purposes. Infographics consist of making visual representations of information that aim to explain or summarize data, combining elements such as images, graphs, text, etc. Moreover, the group learned to make visual interpretations of texts making them more attractive to the reader.

Also, the team learned to use the Nearpod digital tool. This technological tool consists of having a learning database that is used not only to present slideshows for students but is a helpful learning tool in the classroom when it comes to note-taking, it also allows the teacher to give students questions like open-ended ones where the students type their response. The team learned to make a guided presentation through devices capable of connecting to the internet, capable of incorporating multimedia content and interacting with students through activities that allow synchronous activities.

In addition to that, the team learned how to create podcasts for academic purposes. A podcast consists of a collection or series of digital audio files that are made available for downloading or listening via the Internet, which is typically hosted by an individual or individuals who lead a conversation. In this process, the team was able to share pieces of information and listen to the different opinions of other colleagues by listening to their podcasts.

During the course, participants also learned how to use an online platform that allowed the creation of animations with a fun and intuitive approach, this is called PowToon. This tool allows the creation of animated videos for personal, educational, or professional use. Moreover, PowToon is very useful since it helps to capture the attention of the public and to develop the explanation of a concept by adding interactive elements within the video.

Moreover, the group learned how to create a virtual classroom and how to develop different activities by using the tools that the platform provides. Considering that Google Classroom is a free tool that helps to manage classes in the educational field we learned, we learned how to take advantage of the different tools that this platform provides such as inserting videos, images, links, and text. Besides that, the team learned how to create online quizzes through the tool “Google forms” to insert them within the virtual classroom.

Also, the group learned how to create Flipgrid, it consists of creating video discussions that seek to allow everyone to express themselves easily in a friendly environment that, in addition, increases social learning.

Another digital platform that was learned by the team was Padlet, the team learned how to create collaborative murals, offering the possibility of building spaces where multimedia, resources, videos, audio, photos, or documents can be presented, which is very useful at the time of asking students to share their opinions. One of the greatest achievements of the course is that the team learned to use Google sites, which is a virtual tool that allows users to easily create websites, upload content, and share it with their peers. The team learned how to plan an online class and use the different digital tools learned in the modules by using Google sites as the main platform.

CONCLUSIONS

1- It is undeniable that implementing the use of technology in education can increase the outcomes of the teaching-learning process. In today's world, using technology is part of our daily life, and by taking advantage of the technological resources available on the internet, the outcomes of the learning process can be improved. For that reason, exploring the high-tech methods of education is an innovative way to obtain more desirable results.

2- Adequate instructional resources are important when learning in an online environment. The internet can offer plenty of technological tools used for the teaching and learning process; nevertheless, if they are not used appropriately it can cause drawbacks. As a result, a proficient study regarding the best technological resources to use is crucial to better understand the uses of these.

3. The more knowledge instructors acquire when using technology for educational purposes, the better management of these tools can be reached. Through technology, a better level of productivity can be achieved and the pertinent information about this can increase the teaching outcomes and students' engagement as well. Because of this, it is essential to acquire knowledge to master the processes and technological tools for providing education in an online environment.

4- Providing appropriate feedback and opportunities to practice the use of technological tools when students are getting familiar with the implementation of technology can lead to remarkable results in the classroom. The amount of time and practice using technology is crucial to developing a better understanding, a noticeable improvement was seen in the management of these tools in the six months the course lasted; additionally, the feedback received was important to improve the execution of the technological resources.

RECOMMENDATIONS

The group has established a set of recommendations based on the experience lived during the course. These recommendations are written to improve the teaching-learning process in a virtual environment and take advantage of the technological resources that can innovate the path of learning.

For the Department and authorities of the school of Humanities:

1- Design innovative study plans in which updated platforms and technological tools can fit the student's needs within the teaching-learning process. Such as providing extra material, online mentoring in the use of different apps and platforms, and allowing students who have experience using technology to instruct those students that lack knowledge about the use of technology in the teaching-learning process.

2- Provide professors of the Department of Foreign Languages with courses aimed to keep acquiring knowledge in regards to implementing technology in education with updated programs that can go hand in hand with the modern world.

3- Encourage professors of the Department of Foreign Languages to put into practice the method of “learning by doing” with their students so that they can get familiar with the appropriate management of the technological tools.

4. The Department of Foreign Languages should continue offering specialization courses like this one and others such as courses on the teaching of English to Children, Translation, and Interpretation in which future graduated students might be interested.

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J. M. Sánchez Cómo utilizar Internet y la tecnología para seguir dando clase en la pandemia de coronavirus 06/05/2022

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APPENDIXES

Discussion forum

Question

Display replies in nested form



Question

by Sey Danisia Najarro - Saturday, 28 August 2021, 7:15 PM

Reflect on the following question:

According to learning theories, is online English language learning feasible? Yes or no and why?

You must justify your answer. It is important to include the learning theorie (s) you base your answer.

Campus's main platform of the module I used to post activities and assignments

Enseñanza en Línea del Idioma Inglés

Participants

Badges

Competencies

Grades

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Videoconferences

Quiz

Week 7

Week 8

Notice

Dashboard

Site home

Universidad de El Salvador


Enseñanza en Línea del Idioma Inglés G02

Dashboard / My courses / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N°1 / Módulo I / Enseñanza en Línea del Idioma Inglés / Week 1

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Videoconferences Quiz Week 7 Week 8 Notice



A discussion forum was created to introduce the learning topic.



Course management

It utilizes a wide option of features displayed on the main menu that helps teachers discover and access the tools, design the layout of the course, adding users and activities and keeping track of them.

Security and privacy

- Moodle verifies the source code of online data to detect any information that can be harmful for the users.
- Personal information is not collected and users are able to have complete control over their data.
- It allows parents to manage data for minors who require parental control.

Assessment
Moodle offers different ways to assess students

- Quizzes
- Peer assessment
- Discussion forums
- Feedback

Communication tools

Asynchronous: emails, Setting events in the calendar, forums

Synchronous: Chat, Blackboard (videochats)

Tracking Progress
Teachers can easily track students progress by activating the option completion tracking.

A checkbox will appear at the right of any activity that needs to be completed

Gradebook
It represents the elements that were graded to track the students performance.

The scores can be added automatically by the system or manually.

Example: Assignments, quizzes, forums

7 PIECES OF ADVICE FOR EXTENSIVE READING TECHNIQUE

OBJECTIVE:
STUDENTS WILL BE ABLE TO REMEMBER THE MOST IMPORTANT ASPECT OF THE EXTENSIVE READING TECHNIQUE RECOMMENDATION ACCORDING TO THE RESEARCH PREVIOUSLY STUDIED IN CLASS.

- 1 READ A LOT**
As many books or resources, you read more vocabulary you will learn.
- 2 READ AT YOUR OWN LEVEL**
Look for a book at your English level and reading will be easy for you.
- 3 AN ENJOYABLE EXPERIENCE**
As you read more you will understand and love read any book.
- 4 DECIDE BY YOU OWN WHAT YOU WANTS TO READ**
Choose any book that you want to read the ones that you considered easy for you.

NEXT...

LIC. JUAN MIGUEL ALAS MERJIVAR

Infographics were created by the students as an evaluated activity.

+ Create

Meet

Google Calendar

Class Drive folder

All topics

Learning Material

Forum

Homework

Quiz

Learning Material



Descriptive Paragraph Presentation 2

Edited Sep 29, 2021



Video about descriptive writing in a par... 1

Posted Sep 29, 2021



Transitions words and phrases. 1

Posted Sep 29, 2021



Descriptive Paragraphs 2

Edited Sep 29, 2021

Forum



What elements do you consider that are im...

Posted Sep 29, 2021



complete the following activity. 2

Posted Sep 29, 2021

A collaborative class created in google classroom by a group of students

Universidad de El Salvador

Enseñanza en Línea del Idioma Inglés Modulo 2 G03

Dashboard / My courses / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N° 1 / Módulo II / G03 / Welcome

Welcome
Module Description
Course Objectives
Week 1
Week 2
Infographic
Week 3
Week 4
Video Summary
Week 5
Week 6
Video in Powtoon
Week 7
Demo Class Group 1 and 2
Week 8
Videos
Farewell!

Evaluación Docente

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT
EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

Program Module 2

This file contains the Academic Guideline of the module which includes the dates and description of all the evaluations that will be carried out during the whole module, as well as the contents you will have to study prior to every online meeting. Please download and read this document as soon as possible.

Program Module 2

Campus's main platform for module II is used to post activities and assignments.



Video summary by María José Castañeda.

[Unlisted](#)

11 views • Nov 11, 2021

1 DISLIKE SHARE SAVE ...

Evaluated activity created in Flipgrid, hosted on Youtube.

Technological tools in education

By co16006 | Updated: Nov. 21, 2021, 1:01 a.m.

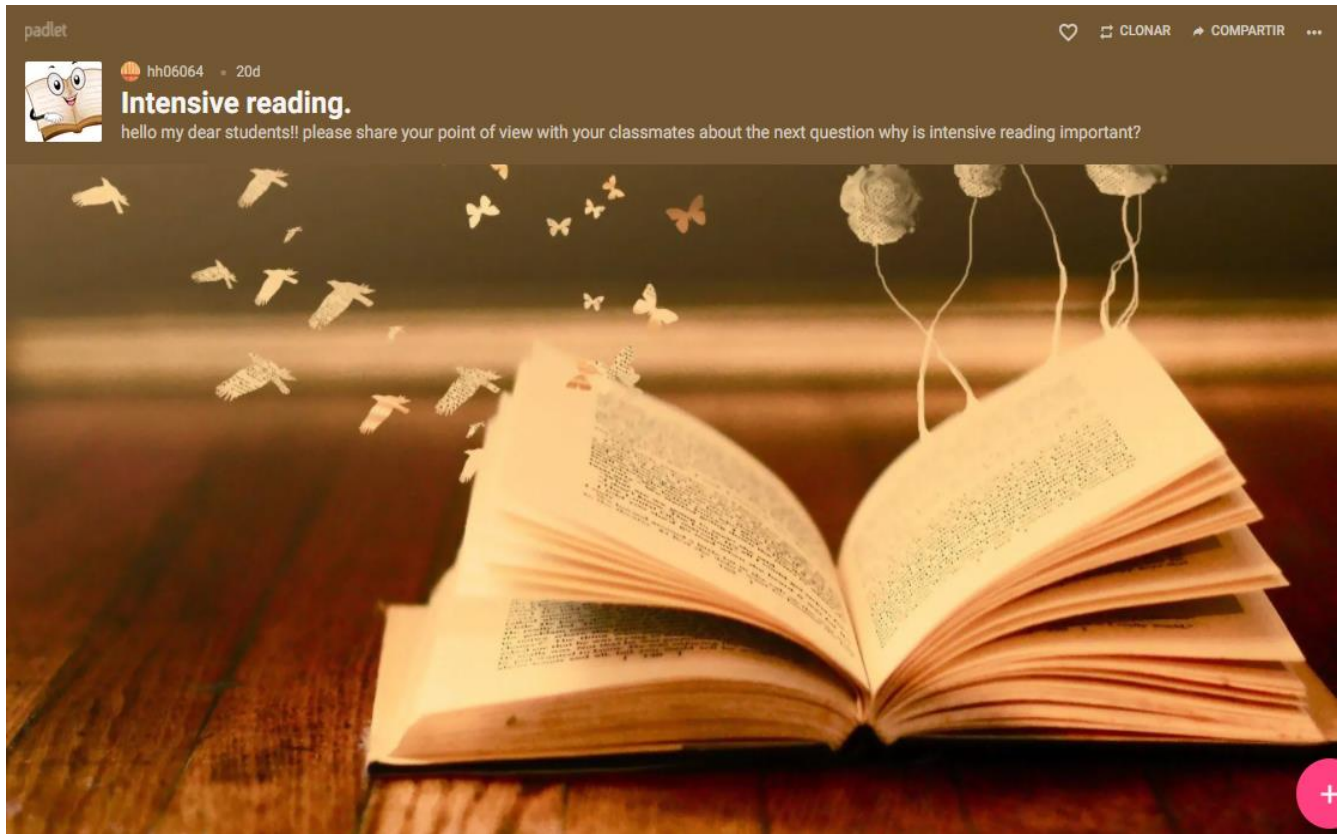
Slideshow Video



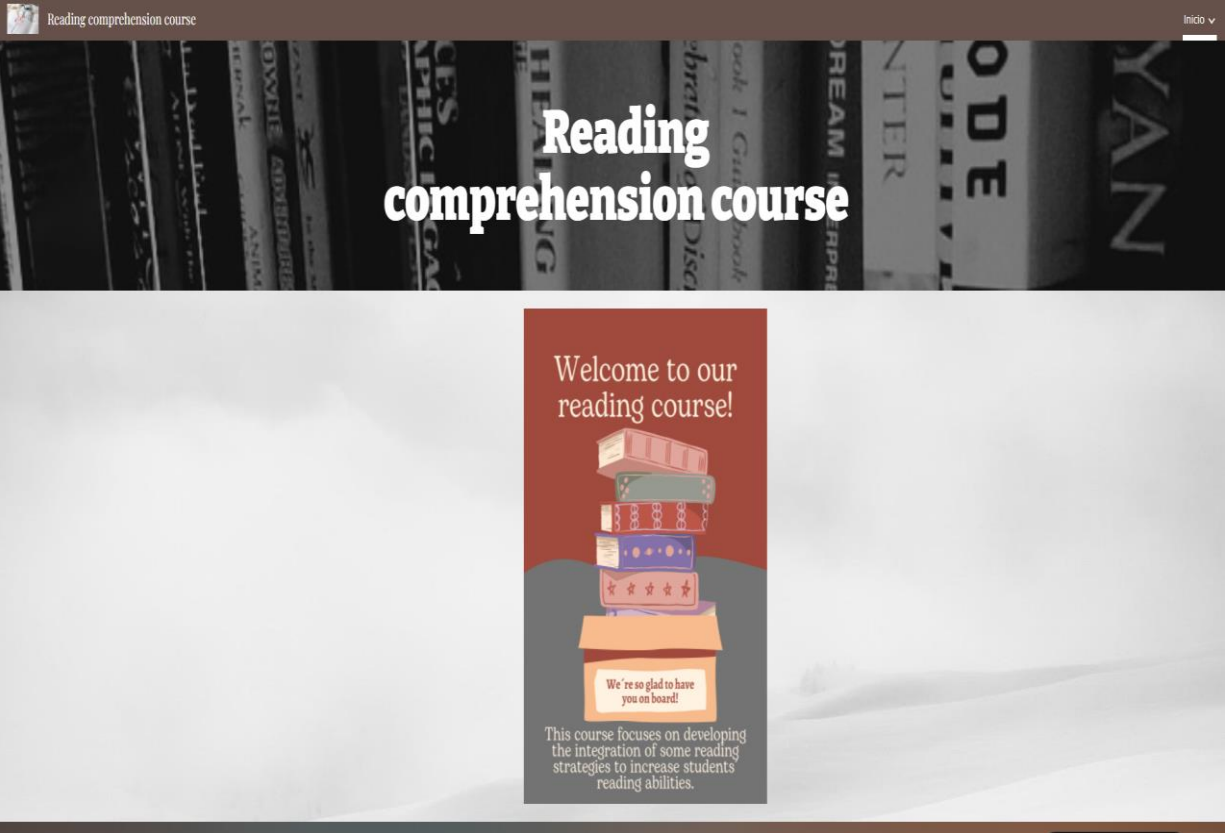
Interactive video created using the website Powtoon



Podcast hosted on SoundCloud



Activity created in Padlet.



Course created in Google Site.