

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



TOPIC:

Assessment of Educational Tools in the Online Modality

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN ADMINISTRACIÓN DE
AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE
IDIOMAS EXTRANJEROS**

**IN ORDER TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN
FRENCH AND ENGLISH.**

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i. Abstract

Students of the Foreign Language Department have the opportunity to graduate from UES through the e-learning specialization course. This is a new option that emerged because of the covid-19 pandemic. Even though, the coronavirus Disease (COVID-19) outbreak poses serious concerns to global education systems. Efforts to contain COVID-19 prompted the unscheduled closure of schools in more than 100 countries worldwide. This course also shows that many educators and students relied on technology to ensure continued learning online during the Coronavirus pandemic.

In this document, the research team will explore the different teaching techniques using different learning management systems and educational tools that contemplate the teaching through virtual environments, theories of learning and teaching the change of role from student to the teacher will be analyzed in the present report.

This one will be a unique opportunity to put into practice and implement a new methodology for students from the UES language department, in order to obtain their university degree, not only with a thesis but also with a specialization in virtual environments that are very important nowadays.

Key words: E-learning, Synchronous and asynchronous learning, Learning Management System (LMS), educational tools, platform, online education, virtual classroom, and virtual environment.

Introduction

The coronavirus pandemic that arrived in the country in March 2019 changed the way classes were being delivered so that students all around the world could not continue attending face-to-face classes. Online education or e-learning has become the norm in academic institutions around the planet. This has happened, in order to mitigate the spread of the COVID-19 pandemic and its negative impact on different social sectors, especially education. A large part of the measures that the countries have adopted in the face of crisis is related to the suspension of face to face classes at all levels, which have risen to three main fields of action: the deployment of distance learning modalities, through the use of a variety of formats and platforms; support and mobilization of staff and educational communities, and care for the health and comprehensive well-being of students.

Online and blended learning courses utilize a variety of different technological tools to deliver lectures or classes. Likewise, educational technology approaches have evolved from early uses of teaching tools and have rapidly expanded in recent years to include such devices and approaches as mobile technologies, virtual and augmented realities, simulations and immersive environments, collaborative learning, social networking, cloud computing, flipped classrooms, and more.

Although there has been continued interest in the role of technology, the focus is not for students to learn how to use the educational tools, but also teachers have been learning through the years how to apply every tool in a proper way. Along this line, the Department of Foreign Languages at the University of El Salvador started offering the specialization course: Administration of Virtual Environments for the Teaching and

Learning of Foreign Languages in semester II, 2021. The course has served as a substitute for the classic graduation process, also known as the thesis. One of the main objectives of the specialization is to prepare future graduates to help learners become successful in the command of a second or third language through the use of virtual environments.

This report contains the experiences, objectives, achievements, and conclusions the research team has learned as a result, of taking the aforementioned specialization course.

I. Objectives

1.1 General Objective

- To apply learning theories for the teaching of foreign languages online using emerging technological tools.

1.2 Specific Objectives

- To identify the virtual learning environments and multimedia resources that are used currently in the teaching-learning process that contribute to and are suitable for virtual education.
- To use technological tools for the design of didactic materials for the teaching learning of foreign languages and Integrate tools to present content in a Virtual Learning Environment.
- To assess the impact of multimedia resources used for creating a virtual classroom through learning management systems available on the internet.

II. Theoretical Framework

The Covid-19 pandemic-flooded traditional teaching practices with additional concerns and constraints. Teachers and educational systems have experienced the need to be skilled and learn how to incorporate technology in the classroom. As technology goes through continuous updates educators need to be aware of such changes. Additionally, Tondeur et al. (2017) recommend examining the integration of educational technology as a multifaceted and interconnected factorial system. Also, Ritzhaupt et al. (2012) found that the technical coordination and overall support offered to teachers by technical staff had a direct (positive) effect on technology integration. According to a study by IT Trade Association Comp TIA (U.S.A 2016), around 75 percent of educators think that technological resources have a positive impact on the education process. Educators also recognize the importance of developing these technological skills in students.

2.1 Definition terms

E-learning

It is referred to as online learning or electronic learning is the acquisition of knowledge, which takes place through electronic technologies and media. In simple language, e-learning is defined as “learning that is enabled electronically”. Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs. There are many e-learning examples out there. There are as many definitions of e-learning as there are educational scientists in the world.

2.2 Synchronous and Asynchronous Learning

In virtual classes, these two terms are frequently used: synchronous and asynchronous learning. *Synchronous learning* is a common term used to describe methods of education, teaching, and learning that occur at the same time, but not in the same place. The term is applied to many forms of televisual, digital, and online education in which students learn from teachers, or peers in real-time, but not in person. In particular, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they are delivered would be considered procedures of synchronous learning.

Before the advance and general adoption of interactive, internet-based technologies, synchronous learning was also called distance education. These terms are still used nowadays. While distance education had many different forms, instructional interactions were managed over the radio and, later on, closed-circuit television systems. Instructional interactions could only occur between properly equipped classrooms that used compatible systems. While distance learning was used in a wide variety of educational settings, smaller schools, rural schools, and other education programs that did not, have the funding employed or resources needed to hire teachers in specialized areas or provide a broad selection of specialized courses, for example, courses in English language or English history. In these cases, schools may have used, and may still use, distance and asynchronous learning technology to expand course help for students or share teachers with specialized expertise. When teachers instruct students who are in the same classroom or learning environment.

Asynchronous learning is a general term that describes forms of education, teaching, and learning that do not occur in the same place or at the same time. Asynchronous is commonly applied to various procedures of digital and online learning in which students learn from instruction such as prerecorded video lessons or game-based learning tasks that students complete on their own that are not being delivered in person or in real-time. Asynchronous learning may also encompass a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems that organize instructional materials and correspondence, among many other possible variations.

Digital and online learning experiences can also be synchronous. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they are given would all be considered forms of synchronous learning.

2.3 Learning Management System (LMS)

A *learning management system* (LMS) is a software application or web-based technology used to design, implement and consider a specific learning process. It is used for eLearning applications and, in its most common form, contains two elements: a server that achieves the base functionality and a user interface that is operated by teachers, students, and administrators.

A learning management system offers an instructor a way to create and deliver content, monitor student participation, and measure student performance. A learning management system may also provide students with the capacity to use interactive

features such as threaded discussions, video conferences, and discussion forums.

LMSes are frequently used by businesses of all sizes, national government agencies, local governments, traditional educational institutions, and online/eLearning-based institutions. The systems can improve traditional educational approaches, while also saving organizations time and money. An effective system will allow instructors and administrators to efficiently succeed in elements such as user registration, user access, communication, content, calendars, certifications, and notifications.

LMSes are useful to an extensive range of organizations, including higher education institutions and corporations. LMSes can be used for extended enterprise training purposes as well. This contains customer, partner, and member training. Customer training is common in software and technology companies where users need to be taught how a system works before they can use the new product.

2.4 Educational Tools

The changes in educational services have required the digitalization of traditional methods. The regular advance in technologies in education supports the increased use of online teaching apps, virtual classrooms, and digital resources. It overcomes the boundaries of online teaching; these tools are designed for students as well as teachers.

The online teaching tools create a better teaching experience. These tools reduce the dependency of the students on teachers. The basic concepts of videos, feedback, doubt solving, good graphics, audio-visuals, and many other features have popularized live classes.

Much digital education and online tools provide better learning knowledge for the students. It supports academic teaching courses and instructional methodologies. There are various types of teaching tools provided by different teaching applications. Look for the functionality and resources that you feel are more personalized and helpful to students.

These teaching tools and resources allow teachers to build assignments or instructional tasks on their mobile apps that students can solve. It helps in creating a better learning environment in virtual classrooms. The use of online teaching resources provides a learning approach that, by entertaining and interesting content, creates students' interest. Student portfolios can also be generated with specific applications. The measured results and observations are then shared with parents and guardians.

2.5 The platform

A *platform* is a group of technologies that are used as a base upon which other applications, processes, or technologies are developed. In personal computing, the platform is basic hardware (computer) and software (operating system) on which software applications can be run. This location constitutes the foundation upon which any application or software is supported and/or developed.

2.6 Benefits of Online Education

2.6.1 Flexibility

Students have the freedom to juggle their careers and school because they are not tied down to a fixed schedule. For those who still need to juggle working and going

back to school, the flexibility of an online program provides individuals with the opportunity to learn while still working and growing professionally. When learning online, students can revisit past material or stop the lecture to perform additional research or organize the notes. They can work through the lesson plan at their own pace to ensure they are really mastering the material before moving on to the next section. This added flexibility allows online learners to move through the course work at their own speed and get the most out of the degree program.

2.6.2 Time management

Students in traditional classrooms may not get the personalized attention they need to have concepts clarified. This is not a problem for asynchronous education because online guided discussions and personal talk time with their professors and lecturers are a guarantee of online classes. These increases the chances of a student performing well due to the time their instructors give them. This also enhances their problem-solving and communication skills, as well as knowing how to defend their arguments to superiors if needed.

2.6.3 Improve Virtual Communication

Learning to work with others in a virtual environment can make students more effective leaders. They will develop critical leadership skills by utilizing specialized knowledge, creating efficient processes, and making decisions about best communication practices, such as what should be discussed in-person or electronically. In an online program, students also participate in discussion boards with their classmates, communicate with professors via email, and collaborate through various

software programs. As the program progresses, they get better at pitching ideas and making strong, succinct, professional arguments through text.

Participating in discussion boards is a lot like participating in a virtual team. Communicating the ideas in a clear way, getting responses, and projecting a professional image are necessary skills in a virtual workplace. Instructors, just like managers, expect you to write respectful, thoughtful, and polite communications, respond to different perspectives, and build a rapport with peers.

2.6.4 Developed Critical-Thinking Skills

Online learning facilitates the ability to think critically about what the students do every day. The goal in the classroom is to challenge learners to think differently. They acquire skills for the identification and solution of problems.

III. Description of Activities

3.1 Online English Language Teaching.

This module was about the essentials of online education and its use in English language teaching; specifically, the virtual or online teaching methodology, like that of using a learning management system (LMS), setting up a virtual classroom, designing asynchronous activities, for instance in Moodle, and through the use of platforms like TEAMS or Meet for synchronous classes.

This module also provided students with the knowledge of creating virtual classrooms in learning management systems available on the internet. Students had the opportunity to analyze and find the importance of learning theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher promoted the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools was for involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms. The activities of this module were developed online. Interaction and feedback took place between the facilitator and the participants, as well as between participants. An exhaustive reading and content analysis allowed us to identify the importance of learning theories and their direct impact on the teaching methodology of the English language in virtual learning environments.

The module began with the basics of **Educational learning theories**. The main objective was how to apply the knowledge in a virtual environment. The first class was very important. The history of virtual education. The teacher developed the topic in a dynamic way. Another topic was E-learning which is an education system based on formalized lessons but with the help of electronic resources.

The learning management system (LMS) is used to organize, implement and assess a specific learning process. It is used for e-learning practices and, in its most common form, consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students, and administrators. The LMS helps for asynchronous activities, which means, students, and teachers can use the material at

different times or send their projects, and the teacher can check in his/her time. It is not necessary to be connected at the same time in asynchronous events.

During module one, students had to create a **Google Classroom** as LMS. Google

Classroom is a learning management



system (LMS) offered by Google for

teachers. This application offers an

essential location to connect with students, ask questions, and make tasks. In a progressively digital world, Google Classroom helps simplify online learning for digital learners today. Similar to many new applications, Google Classroom comes with a unique look and feel. Because of this process, the teacher manages classrooms exclusively as teaching methods because the Google Classroom starts as a blank image.

At the end of module one, students had to demonstrate the knowledge acquired for two months through a demonstrative class where they had to apply all the information they studied. The demonstrative class helped students to understand the advantages and disadvantages that could happen in an online class.

3.2 Educational Applications for Learning a Foreign Language.

During this module, the students learned all the applications that a teacher can use

in online classes. It was necessary to understand the meaning and definition of educational technology. Nowadays it is obligatory to have knowledge about it because it facilitates learning and improves performance in virtual classes.

Educational tools are the powerful use of technological tools in learning. This involves a variety of tools, media, machines, and networking hardware as well. Also, it can be any program, app, or technology that can be accessed via an Internet connection enhances a teacher's ability to present information and students' ability to access the information.



These facilities the learning and the pedagogical purpose.

Likewise, the students learned to use **Liveworsheets**. This app transforms the traditional printable worksheets into

interactive self-correcting exercises that students can complete online. The other app was **Flippity**. This tool is useful for taking Google Sheets and turning them into helpful resources from flashcards to quizzes and more. Flippity works at its most basic, by using a selection of Google Sheets that allow teachers and students to create worksheets activities.

Another tool was **Nearpod** is for creating and delivering interactive presentations, and formative or summative assessments. The usage of Nearpod is a good activity in class if the teacher decides that all students participate in class by giving them access. The only challenge with this tool is that there is a maximum number of students per session. Real-time insights into student understanding through interactive lessons, interactive

videos, gamified learning, formative assessment, and activities.

Then, **Powtoon** is an online platform



for creating short video presentations. Powtoon gives anyone the ability to create

videos and presentations. In the virtual classroom, we had to create a video using Powtoon to recommend teachers the use of an educational tool. The participation was as a pair, so both had to narrate the video for about 3 minutes.

In addition, **Padlet** is a free online tool that is described as an online notice board. Students and teachers to post notes on a common page can use Padlet. The notes posted contain links, videos, images, and documents files.

Also, students learned to use **Kahoot**, which is a game-based learning platform that brings engagement and fun at school, at work, and at home. A teacher can create quizzes for students. Kahoot offers an introduction to creating quizzes. It is easy to use, the teacher can add images or videos and select the type of question and the time to each question.



The educational tool **Quizizz** is a gamified student engagement platform that offers multiple features to make a classroom fun and interactive. In this platform, teachers can

search for questions related to their topic and use them in their quiz or can create their own questions.

A **Classroomscreen** is an online tool that allows displaying the instruction of lessons in a clear and visual way. The Classroomscreen works as an online display board where teachers can add lots of different widgets and do not need to create an account to use it.

3.3 Design of Didactic Materials for Virtual Environments.

This module was designed in order for students to learn to use at least four Web tools for the design of educational materials and for the teaching-learning process of a foreign language through virtual environments. Participants also learned to elaborate materials such as podcasts, online presentations, interactive images, videos, among others previously selected by the teacher. In order to culminate this specialization, students had to complete an integrative task through which they had to apply the competencies acquired during the three modules.

The first activity carried out by the students individually was to create a **podcast**, with the objective of sharing their knowledge about a selected topic. A podcast is a series of spoken words, digital audio files made available on the internet, all focused on a particular topic or theme. These can be developed in episodes or in one single audio; the purpose of the podcast is to communicate with a specific audience, an individual or individuals who lead a conversation, share stories, or report the news typically host

Podcasts.

In order to develop this activity, it was necessary to use the application **audacity** which is a free, easy-to-use, multi-track audio editor and recorder, and **SoundCloud** is an online audio streaming and distribution platform that allows users



to upload, stream, promote, and share music and podcasts anywhere, anytime, on the web and on mobile, the development of this activity was individual with a good understanding of the topic.

The next activity was developed individually with the objective to elaborate on an interactive image as well as the edition of an image, the content would be about a topic related to listening, speaking, reading, writing, grammar, and vocabulary, among others.

In order to complete the first activity, it was necessary to use **Genially**. This is an online tool that can be used to create still, animated, or interactive visuals, such as posters, infographics, quizzes, and presentations. This tool allows you to use pre-made templates or start from scratch allowing students to express their knowledge and develop their communication skills.

For the edition of the image, it was necessary to use **GIMP**. This is an acronym for GNU Image Manipulation Program. It is a free program for such tasks as open-source graphics editor used for image manipulation (retouching) and image editing, free-form drawing, transcoding between different image file formats, and more specialized tasks very easy to use.

The third activity was made with the goal of each student to be able to use Google Sites and Google Slides in order to share their knowledge about a topic related to listening, speaking, reading, writing, grammar, vocabulary, etc. Both activities were related; first, the student created a **Google Site**, which is a website-building platform from Google, this allowed the students to build a website without having to know how to code it and also has a lot of features that make it easy and intuitive to design the site the way students want.

Google also allowed students to add "gadgets," such as calendars, maps, spreadsheets, presentations, and more to make the site more functional. Then with the information presented on the Google Site, the student proceeded to create a **Google Slide**. This program has basic slide presentation features, ranging from the ability to format text and add images to the ability to use layouts, animation, and themes, allowing users to add transitions between slides. It also includes more advanced presentation tools such as the ability to publish to the web and great collaborative editing for sharing between computers, devices, and other users. This activity can be developed in an individual way.

The activity carried out next was to create a video and post it on youtube, in order to complete this activity it was necessary to use a video editor like Camtasia, Movie Maker, or any other software in this case for developing the activity **OpenShot Video** was the

video editor used, this is an open-source video editor, with this the user can create stunning videos, films, and animations with an easy-to-use interface and rich set of features is possible to add letters, images, music, emoji's and more. The topic used was free.



Finally, the last activity was an integration of all the tools used during the module this activity was carried out in groups of five participants in which the objectives were put into practice the learned during module III, students elaborated concrete activities using the technological tools the first ones was the creation of a Google Classroom Platform linked to the Google Site, a Google Slides, a podcast, an interactive image, a video and finally a live defense in which all the students will participate explaining how to develop, to create and use the tools. All materials designed must have been coherent in content. In this case, each group chose a topic for a subject of the English area. and that topic was used to create all the information presented during the last activity.



IV. Achievements

4.1 In module I

Students created a Google Classroom using the knowledge of learning theories for the development of the English language and teaching methodology in virtual education environments. This LMS offers an essential location to connect with students, design tasks, ask questions, etc. Google Classroom helps simplify online learning for digital learners today. Because of this process, the teacher managed classrooms exclusively as teaching methods because the Google Classroom starts as a blank image.

Another major task learned was the infographic. The student had to represent the LMS selected in their infographic. They had to symbolize the features and information using Canva, a free-to-use virtual graphical tool that combines design, photo editing, and layout to help teachers and students create beautifully finished projects. In addition, the infographic had to contain more images than information or words. According to the rules given, the group had to show the knowledge of doing and selecting the best images, designs, combinations of colors, etc.

4.2 In module II

In this module, students designed an LMS as part of the teaching-learning process. Participants also worked with Flipgrid as an educational tool. Students had to use it for video discussion and the students had access to discussion topics, created groups, and gave a name. This is shared with students, who could be prompted to respond. The response could be made using the software's camera to create videos that were then posted to the original Topic.

Another one was Powtoon where the students had to create animated videos for personal, educational, or professional use. The usage of Powtoon was presented as microteaching, which helped students to learn and assimilate new teaching skills under controlled conditions. Secondly, it enables teacher trainees to master a number of teaching skills and to gain confidence in teaching. The objective was used for the teacher trainees to enhance their classroom teaching skills, attitude and behavior. Therefore, we needed to apply what they had learned in their microteaching.

Finally, the LMS was used in class, the real class; microteaching, which consisted of preparing and managing a lesson using educational tools. Students had the compromise of scaling down the complexities of real teaching, practicing one skill at a time and immediate feedback helps in improving, fixing, and motivating learning immediate peer feedback. This enabled teacher trainees to learn and assimilate new teaching skills under controlled conditions and gain confidence in teaching.

4.3 In module III

Students were able to integrate all the tools learned during the class. First of all, the creation of a podcast allowed students to listen to the information on any electronic device anywhere and anytime; this facilitated the communication and comprehension of a specific topic, then the creation of an interactive image using the tool Genially in order to create a visual representation of a specific topic with pre-made templates or an empty one, adding information, graphics and animations in order to make more dynamic the information.

The edition of a video and images was also a fundamental part of this module, the student learned how to edit through different programs some more easily than others, the development of this activity was very important in the process of teaching-learning in online education because thanks to this students were able to listen, repeat and memorize information given by the teacher. At the end of the module, each student was able to manage each tool learned and put into practice an integrative task that allowed the teacher to evaluate in an individual way and in groups. This activity gave the opportunity not only to obtain the final grade but also to close the chapter in university life.

V. Conclusions

Nowadays, safety and health are the main priority for everyone, and educational institutions apply the same strategies: the best option is the virtual classroom. This has brought benefits to both students and teachers.

Before the COVID-19 pandemic, there were limitations on the technological platforms because teachers depend on traditional classes, but through time this has changed and it has been improving the educational modality since nowadays there are more options that teachers and students can access, for example, Blackboard, Canva, Moodle, Google Classroom, and some others.

Learning management systems is now a substitute for the traditional classroom, so basically, students can be safe in their houses without exposing themselves to the coronavirus. Educational LMS provides tools and features to help simulate experiences and activities that usually happen within a traditional classroom. Teachers can upload PowerPoint presentations, files, and videos, post questions, and assign and receive homework on the platform.

Technological tools are helping teachers to instruct students during pandemic times. The tools that were used during this specialization included LMSes in a real class presentation where students could access the information, download and upload their educational project. These tools helped to develop creativity and give another face to each class, for example using podcasts and videos to explain a topic in an easy way.

Online educational resources are easily available to anyone with an internet connection, whether they are using a laptop, or smartphone, and many of these resources are

available free of charge. This makes better education more reasonable and accessible to more students.

Finally, the students learned how to use every educational tool and apply them in a proper way. The course provided students with the knowledge of creating virtual classrooms in learning management systems. In addition, they had the opportunity to design educational tools that can be used during class, as homework or quiz. Now future graduates are better prepared to build an ideal environmental classroom where technological tools will be part of the education.

VI. Recommendations

To the Department authorities:

- To continue supporting the specialization courses to students that wish to graduate with this option instead of the traditional thesis in order for them to graduate in less time.
- To provide professional development to all faculty members of the Department on the use of technology in teaching and learning. The tools and applications learned in the specialization course could be so useful also for professors of the Department who have not had opportunities to learn this useful information.
- To develop a virtual environment more specialized with access to virtual platforms oriented to teaching and learning for a better learning process.
- To use asynchronous learning in all the department's majors so both students and teachers can have fluent communication and facilitate the information exchange.

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APPENDIX I

MODULE ONE



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

Module 1: Online English Language Teaching PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:

1.2 Code: EDII114

1.3 Pre-requisite: None

1.4 Academic Credits: 3

1.5 Target Population: Students who have concluded their academic courses

1.6 Month and Year: August-Oct. 2021

1.7 Major Academic Unit: Foreign Languages Department

1.8 School: School of Arts and Sciences

1.9 Module Term: 8 Weeks/ 2 Months

1.10 Hours per Module: 60 Hours

1.11 Professors :

MsE. Blanca Alicia Menjívar González
Licda. Sey Danisia Najarro de Alvarado
MsDi. Juan Antonio Flamenco Flamenco

2. Module Description

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance, Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

3. OBJECTIVES

a) General Objective:

- To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

At the end of this module, participants will be able to:

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

4. Methodology

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	Readings of learning theories, Discussion, Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)

Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%

4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

7. CLASS POLICIES

I. CLASS PARTICIPATION AND ATTENDANCE*: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. MISSED EVALUATIONS**: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

III. HOMEWORK ASSIGNMENT DUE DATES**: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in on time.

IV. COURSE MATERIALS: such as presentations, videos, audios, PDF notes, and the like.

V. CLASS TIME: Students are required to be connected to the sessions for the complete period of time allotted to the meetings.

VI. STUDENTS' BEHAVIOR: They have to make their best effort to access the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their

peers.

VII. Students must have an institutional email, that is, it must contain the domain @ues.edu.sv

VIII. GROUP CHANGES: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediendo o denegando. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándose oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela. En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

**Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad

evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados. The aforementioned justifications must be supported with the corresponding evidence.

*** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador ***

8. REFERENCES

Books


- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
- Marjorie Vai and Kristen Sosulski (2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning, Using Technology in and Beyond, McMillan Publishers.



WEBSITES


<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/> <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles> <https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>



Creation of a Classroom.

Creative Writing for Advanced English ...

Professors: Liliana Lisette López Orellana, José Mario Jovel Escalan... 

 Diana Edith Fuentes Panameño ha publicado nuevo material: Welcome to Creative Writing ...
28 sept 2021 (Última modificación: 1 oct 2021) 

 [Creative Writing for Advanc...](#)
[Professors: Liliana Lisette López Ore...](#)

[Tablón](#) [Trabajo de clase](#) [Personas](#) [Calificaciones](#)  

Todos los temas

Welcome Message

Lesson 01

Lesson 02


Lesson 03


Lesson 04

Homework Assignm...


Quiz Assignment



Welcome Message



 Welcome to Creative Writing for Advanced ...	Última modificación: 1 oct 2...
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Lesson 01



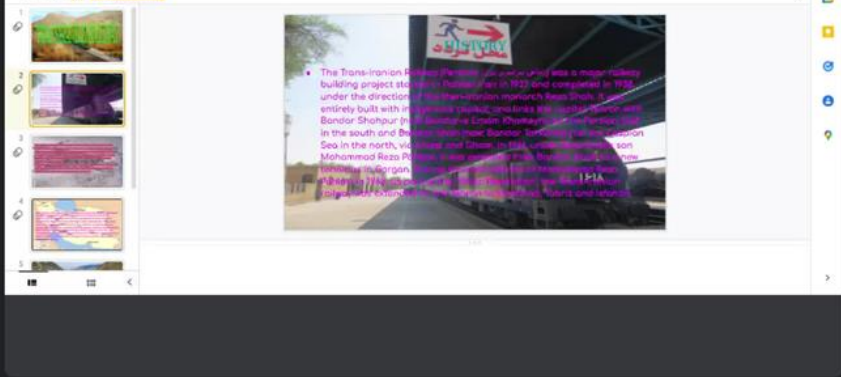
 Introduction to Creative Writing	Última modificación: 1 oct 2...
 The Creative Writing meaning and improve ...	Última modificación: 1 oct 2...

Mario Humberto Rodríguez Rivera está presentando

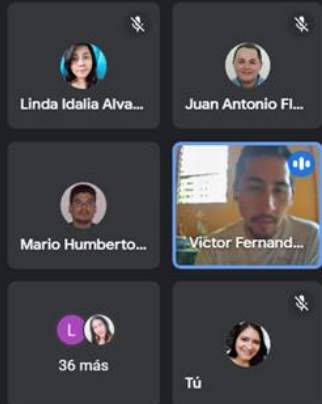
Transiranian railway ☆ ⓘ

Archivo Editor Ver Herramientas Ayuda Última modificación hace 7 días por Víctor Fernando Roules Ramirez

Solo lectura



The Trans-Iranian Railway (Persian: راه‌آهن کازین-تهران) was a major railway building project started in 1925 and completed in 1932 under the direction of the Iranian monarch Reza Shah. It was entirely built with Iranian funds and labor. The railway runs from Bandar Shahpur in the south and Bandar Lengeh in the north, via Shiraz and Isfahan. It crosses the Persian Gulf and the Caspian Sea in the north, via Gilan and Mazandaran. The railway was built by the British and German companies, and it was the first railway in Iran. It was built by the British and German companies, and it was the first railway in Iran. It was built by the British and German companies, and it was the first railway in Iran.



Linda Idalia Alva...

Juan Antonio Fl...

Mario Humberto...

Víctor Fernand...

36 más

Tú

dps-qzwi-fuz



the most common lms



Blackboard is a virtual learning location that manages online features to courses traditionally supplied face-to-face and develops online courses with few or no face-to-face meetings.

Canvas is the education management platform that expands teaching and learning.



Moodle is a virtual learning environment easy to use and understand.

Google classroom is one of the most popular LMS, easy to use. Also, simplify and distribute tasks.



THE FEATURES OF THE MOST COMMON LMS

LEARNING MANAGEMENT SYSTEM

LMS is a software application used to plan, implement and assess a specific learning process.

COMMUNICATION



ORGANIZATION



CONTENT



ASSIGNMENTS



REFERENCES

- <https://searchio.techtarget.com/definition/learning-management-system>
- <https://www.zdnet.com/article/best-lms/>

APPENDIX II

MODULE II



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



Module 2: Online English Language Teaching PROGRAM

1. Educational Applications for Learning a Foreign Language

1.2 Code: APE214

1.3 Pre-requisite: None

1.4 Academic Credits: 3

1.5 Target Population: Students who have concluded their academic courses

1.6 Month and Year: October- December 2021

1.7 Major Academic Unit: Foreign Languages Department

1.8 School: School of Arts and Sciences

1.9 Module Term: 8 Weeks/ 2 Months

1.10 Hours per Module: 60 Hours

1.11 Professors :
MsE. Blanca Alicia Menjívar González
Licda. Sey Danisia Najarro de Alvarado
MsDi. Juan Antonio Flamenco Flamenco

2. Module Description

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

3. OBJECTIVES

a) General Objective:

To get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

b) Specific Objectives:

At the end of this module, participants will be able to:

define the terms and principles associated with technological tools for educational purposes.

use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

In this module, students will analyze at least eight technological tools and learn their usages in the teaching-learning process in virtual environments. Students will develop specific activities based on instructional practices, these will be discussed among the module partners in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module will be developed online and cooperative learning will emerge spontaneously, according to the requirements from the course.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	Reading about technological tools for educational purposes when teaching a foreign language. Infographics Guideline Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid:, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

TIME TABLE

Week/Dates	Synchronous session	Asynchronous session
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Saturday, October 16 th to Friday, October 22 nd , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	Presentation of the concept educational applications Question and answer forum
Saturday, October 23 rd to Friday, October 29 th , 2021	Fundamentals and principles of using technological tools	Discussion forum on the fundamentals of technological tools when teaching a language. Question and answer forum
Saturday, October 30 th to Friday, November 5 th , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	Videos Tutorials Websites Question and answer forum
Saturday, November 6 th to Friday, November 12 th , 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets Question and answer forum
Saturday, November 13 th to Friday, November 19 th , 2021	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	Videos Tutorials Websites Question and answer forum
Saturday, November 20 th to Friday, November 26 th , 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. Question and answer forum
Saturday, November 27 th to Friday, December 3 rd , 2021	Demo class using technological tools.	Videos Tutorials Websites Question and answer forum
Saturday, December 4 th to Friday, December 10 th , 2021	Demo class using technological tools	Demo class using technological tools Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	25%
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	25%
4. Demo class using Technological tools.	30%
TOTAL	100%

7. CLASS POLICIES

- I. CLASS PARTICIPATION AND ATTENDANCE*: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.
- II. MISSED EVALUATIONS**: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.
- III. HOMEWORK ASSIGNMENT DUE DATES**: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in on time.
- IV. COURSE MATERIALS: such as presentations, videos, audios, PDF notes, and the like.
- V. CLASS TIME: Students are required to be connected to the sessions for the complete period of time allotted to the meetings.
- VI. STUDENTS' BEHAVIOR: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.
- VII. Students must have an institutional e-mail, that is, it must contain the domain @ues.edu.sv
- VIII. GROUP CHANGES: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

****Artículo 148**

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

****Artículo 150**

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

****Artículo 151**

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

*** Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador ***

8. REFERENCES

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

WEBSITES

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/><https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/><https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>

LEARNING MANAGEMENT SYSTEM

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process

The specific role of the LMS will vary according to the organization's training strategy and goals



MOODLE

- Open Source
- Accesible for all
- Security and Privacy
- Flexible learning
- Mobile learning
- Easy integration

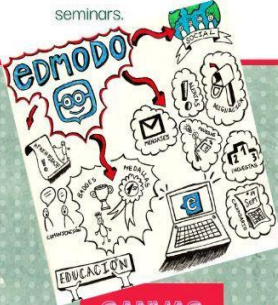


MICROSOFT TEAM

- Invite students to join by link, code, or using School Data Sync with your IT department.
- Class collaboration and discussion.
- Assess student learning.
- Hold virtual office hours
- Schedule meetings in a channel for lectures and seminars.

EDMODO

- Create polls for students.
- Award badges to individual students.
- Assess student progress.
- Online classroom discussions.
- Free admin account activation
- Network that connects students, administrators, parents.

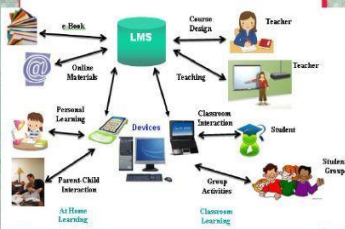


CANVAS

- Cloud-based open-source platform.
- Content customization is available.
- Integrated Learning Material.
- LTI integrations.



LSM



REFERENCES

<https://easynote.teachmeanz.com/definition/learning-management-system/>



THE IMPORTANCE OF THE USE OF TECHNOLOGICAL TOOLS IN TEACHING-LEARNING LANGUAGES.

BENEFITS

1- INCREASE STUDENTS ENGAGEMENT

Technology can make the content more meaningful and the class more participatory make the students feel more motivated using devices with which they can practice a language through functions such as interactive multimedia.



2- EASY TO TEACH



Online platforms allows teachers to manage and monitor students' progress in an easy way, this is because online platforms are adapted to teachers' students and schools' needs.



3- COLLABORATION

students can work and collaborate with people in other locations, distance learners can join online communities and share information.

Connecting Students Around the World



4- ACCESSIBILITY
students and teachers can access at information any time anywhere.



5- SKILLS

The futures are all about technology and multi-screening. education can't lag behind.



THE IMPORTANCE OF USING TECHNOLOGICAL TOOLS IN TEACHING-LEARNING LANGUAGES.

THE SYSTEMATIC APPLICATION OF TECHNOLOGY IN EDUCATION.

It makes the online classes very organized and easy to use.



SYNCHRONOUS AND ASYNCHRONOUS LEARNING.

The process of teaching-learning can be a formal and informal situation with efficiency.

FACILITATE THE LEARNING CONDITIONS IN EDUCATION.

It helps students to be involved in their learning using an easy tool for academic learning.



MORE CREATIVE AND INNOVATIVE LESSONS.

The control of learning situations, media and methods facilitate the learning process through the creative activities.



EDUCATIONAL TECHNOLOGY IS KNOWN AS FACILITATING LEARNING AND IMPROVING PERFORMANCE THROUGH ORGANIZATION AND OTHERS THAT INVOLVE THE PROCESS OF STUDENT LEARNING.

APPENDIX III

MODULE III



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



1. GENERAL INFORMATION

- 1.1. Module 3:** Design of Didactic Materials for Virtual Environments
- 1.2. Code:** DIM314
- 1.3. Pre-requisite:** None
- 1.4. Academic Credits:** 3
- 1.5. Target Population:** Students who have concluded their academic courses
- 1.6. Month and Year:** January- March 2022
- 1.7. Major Academic Unit:** Foreign Languages Department
- 1.8. School:** School of Arts and Sciences
- 1.9. Module Term:** 8 Weeks/ 2 Months
- 1.10. Hours per Module:** 60 Hours
- 1.11. Professors:** MEVA. Sey Danisia Najarro de AlvaradoMsDi.
Juan Antonio Flamenco Flamenco MsE.
Blanca Alicia Menjívar González

1. MODULE DESCRIPTION

In this module, students will learn to use at least four Web tools for the design of

educational materials, and will elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students will complete an integrative task through which they will apply the competencies acquired during the three modules.

2. OBJECTIVES

a) General objective

To design digital materials for use in the teaching and learning of foreign languages.

b) Specific objectives

At the end of this module, participants will be able to:

Use technological tools for the design of didactic materials.

Elaborate digital materials for the teaching-learning of foreign languages.

Integrate tools to present content in a Virtual Learning Environment.

3. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each group will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics for each group member.

4. CONTENTS

Week	Content	Resources	Evaluation
------	---------	-----------	------------

Week 1 Y 2	Fundamentals of Using Multimedia Resources in a Virtual Learning Environment Use and creation of Podcasts Using Audacity Using SoundCloud	Readings Tutorials Guidelines for the elaboration of activities	Elaboration of a Podcast
Week 3 Y 4	The Fundamentals of image selection Using and Creating a Google Site Using Genially	Presentations tutorials Guidelines for the elaboration of evaluated activities	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	Fundamentals of Creating Presentations Using Google Presentations	Readings, tutorials Guidelines for the elaboration of evaluated activities	Creating a Google presentation
Week 7 y 8	Fundamentals of video creation OpenShot working environmen.	v Readings, tutorials Software for videos Guidelines for elaboration of evaluated activities	Elaboration of a video

TIME TABLE

Week/Date	Synchronous Session	Asynchronous Session
Monday, January 17 th to Saturday, January 22 nd , 2022	Presentation (Program, Content and Class Policies) Fundamentals of Using Multimedia Resources in a Virtual Learning Environment	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities

Monday, January 24 th to Saturday, January 29 th , 2022	Use and creation of Podcasts Using Audacity Using Soundcloud	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities
Monday, January 31 st to Saturday, February 5 th , 2022	The Fundamentals of image selection Using Genially	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities
Monday, February 7 th to Saturday, February 12 th , 2022	Using and Creating a Google Site	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities Elaboration of an interactive image Google Site Design Guidelines for the elaboration of activities
Monday, February 14 th to Saturday, February 19 th , 2022	Fundamentals of Presentation Creation	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities
Monday, February 21 st to Saturday, February 26 th , 2022	Using Google Presentations	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities Elaboration of an interactive image Google Site Design Guidelines for the elaboration of activities
Monday, February 28 th to Saturday, March 5 th , 2022	Fundamentals of video production Examples of Video Editors	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities Elaboration of an interactive image Google Site Design Guidelines for the elaboration of activities
Monday, March 7 th to Saturday, March 12 th , 2022	v Use of Smart Phones for video recording. Use of OpenShot.	Videos Tutorials Websites Question and answer forum, Guidelines for the elaboration of activities Elaboration of an interactive image Google Site Design Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment in groups of 4 students (Google Site linked to Google Classroom and live defense.	30%
TOTAL	100%

7. CLASS POLICIES

I. CLASS PARTICIPATION AND ATTENDANCE*: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

II. MISSED EVALUATIONS**: Requests presenting a genuine written justification for all

evaluations missed should be made within the next three days following it.

III. HOMEWORK ASSIGNMENT DUE DATES**: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in on time.

IV. COURSE MATERIALS: such as presentations, videos, audios, PDF notes, and the like.

V. CLASS TIME: Students are required to be connected to the sessions for the complete period of time allotted to the meetings.

VI. STUDENTS' BEHAVIOR: They have to make their best effort to access the class sessions at the agreed time. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

VII. Students must have an institutional email, that is, it must contain the domain @ues.edu.sv

VIII. GROUP CHANGES: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, o Administración Académica de la Facultad.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje deberá tener una asistencia a las actividades académicas mayor o igual al 75%.

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediendo o denegando. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándose oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

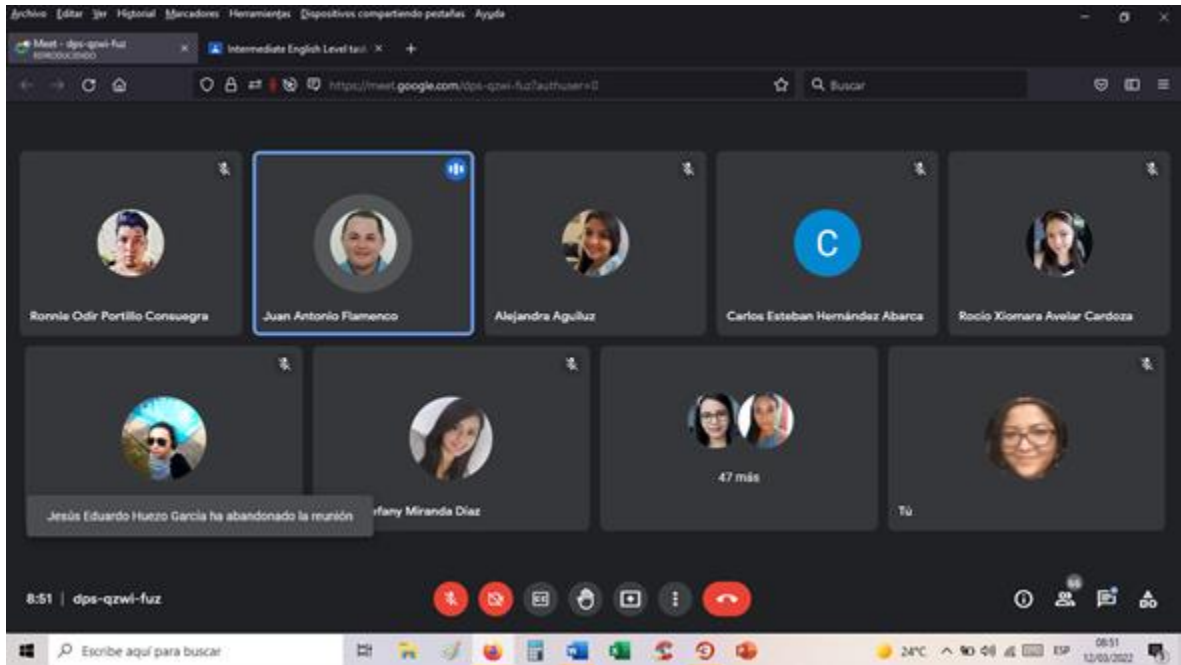
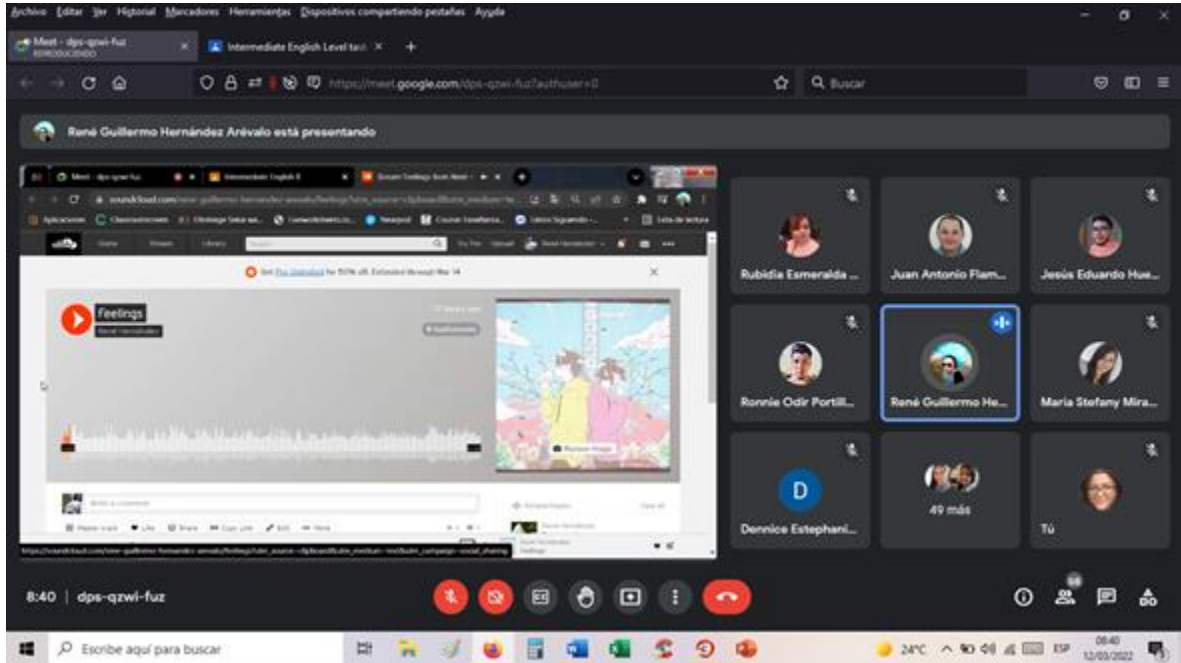
Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando

lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resulten reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable efectuarán un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

La repetición de pruebas se realizará una sola vez y a ella se someterán solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.



Meeting for final documents

