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

TOPIC:

VIRTUAL PLATFORMS FOR THE DEVELOPMENT OF THE LEARNING AND TEACHING
PROCESS

**PLATAFORMAS VIRTUALES PARA EL DESARROLLO DEL PROCESO DE APRENDIZAJE Y
ENSEÑANZA**

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AND ENGLISH.
BACHELOR OF ARTS IN ENGLISH LANGUAGE WITH A MAJOR IN TEACHING

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I. ABSTRACT

The present work is about the knowledge acquired by students of Bachelor of Modern languages and Online English Language Teaching during the Specialization Course Management of Virtual Environment For The Teaching And Learning Of Foreign Languages. This Specialization course gave the students plenty of knowledge about the different technological tools that have been involved in the virtual teaching-learning process to take advantage and develop integral learning.

Through the course, students were able to develop their skills, taking into account the different kinds of technological tools used during the course to get the knowledge and to practice for the implementation of their major degree. Therefore, in this course, not only were they able to get the knowledge about using technological tools, but also they were able to identify the different kinds of tools and platforms they will need in each activity that will be carried out in their future classes for better performance in the learning-teaching process.

Besides, in this online English Language Teaching Specialization Course, students are now able to get knowledge about managing many tools to teach and learn a foreign language. Moreover, the course is made up of 3 modules that have been taught in six months; therefore, students got the experience about everything related to this environment to carry out their knowledge with students who will learn an outstanding English Language Online.

Key words: virtual environment, technological tools, learning-teaching process, foreing language.

II. INTRODUCTION

Virtual education has lately increased in education around the world; therefore, innovative virtual tools have been essentials to carry out a standing performance for students. In addition, it should be noted that due to the global crisis given at the beginning of the year 2020, university of El Salvador was affected and even more so carrying out professional practices such as the degree work; therefore, the university takes together with the Faculty of Sciences and Humanities, measure of teaching modalities to university students with the purpose of realizing the degree process with greater ease, accessibility and speed the online virtual teaching specialization (course name).

Thus, the students opted for this modality for reasons that it offered advantages in the field of virtual education and better ease in professional development using technological and pedagogical platforms; therefore, it was learned to use many different tools and applications for the use of methodological preparation for students who will carry out the performance of their study through these modalities of learning. So, in this specialization students could know the use of virtual tools, specifically the features of the platforms such as Canvas, Nearpod, Quiz, Classroom among other useful applications that were implemented in this course focus on the use of those platforms of learning-teaching in the field of education. Besides, the students experienced, through those three modules, the learning of using each platform or application in a deeper way through those activities that the teacher explained and carried out in classes, whose activities consisted in developing a topic to be realized and shared by students as a class with the help of their own resources and those used tools. Therefore, students were able to apply their knowledge about how to use them and put them into practice with their classmates. So, this specialization course was of the utmost importance for the Faculty of Sciences and Humanities and for the Modern Languages degree to develop skills in the use of platforms in areas of virtual environments.

In addition, the virtual learning specialization course is fundamental based on the use of technology through these methods and tools which were used for academic purposes. So, the meaning of e-learning was to develop a technique for students in their academic preparation using different kinds of technological resources realized with the help of the internet and any device connection for the academic formation through the process of learning.

III. OBJECTIVES

GENERAL OBJECTIVE

To systematize information related to the use of technological tools with an educational focus received during the course

SPECIFIC OBJECTIVES

- To explain the different technological tools used during the virtual environments learning specialization course in the three different modules of the specialization course.

- To demonstrate the general and specific concepts about electronic learning implemented through the online modality were carried out in the specialized course of virtual teaching.

- To describe the achievements obtained in the mastery of the use of the different virtual pedagogical tools during the learning process by the students who completed the specialization course.

IV. THEORETICAL FRAMEWORK

E-learning

Currently, the use of interactive resources with different kinds of platforms and the creation of virtual spaces, has allowed us to move on to a new way of adapting to teaching and learning, which today has become a training modality with new methodologies of university education. So, Virtual Learning Environments (VLE), are nothing more than a complete management system with a wide range for creating, distributing and controlling resources. In addition, E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. European Commission (2001) describes e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access and services as well as distant exchanges and collaboration. According to Maltz et al (2005), the term 'e-learning' is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. According to OECD (2005) is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education

Advantages or Benefits of E-learning

The adoption of E-learning in education, especially for higher educational institutions has several benefits, it's considered among the best methods of education. Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies into schools. For example, Marc (2000) in his book review on e-learning strategies for delivering knowledge in the digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of educational institutions' needs.

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Some of the advantages that the adoption of e-learning in education, obtained from review of literature includes the following:

1. It is flexible when issues of time and place are taken into consideration. Every student is able to choose the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of learning information.

2. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.

3. It is able to provide opportunities for relations between learners by the use of discussion and forums. Through this, e-learning helps remove barriers that have the potential of hindering participation including the fear of talking to other learners.

E-learning objectives can be accomplished in the shortest time with the least amount of effort. Both learners and teachers are able to accomplish and keep up with development as they obtain experience that is provided by numerous specialists in the various fields of knowledge. So, online education enables us to learn from various teachers in different areas, increasing our knowledge and perspective.

Furthermore, education is an integral part of people's lives; it will either make them in the prospect depending on their careers. Therefore, education is broadly diverse today compared to the 1950s because of progressions in teaching methods and other prominent inventions that implement more apparent teaching techniques. However, in E-learning, it's shown that the students can acquire learning material online. The study materials in online education could be texts, audio, notes, videos, and images. Online education is suitable for those who cannot obtain the traditional education method for one reason.

With online classes, we don't need to travel to a different city or long distances. We can stay where we are and keep our current job while we work toward improving our career with an online degree.

Whether we are a full-time or part-time online student, the online education experience provides a much more manageable schedule. It has much approval on account of its cheapness. Such is the fact that online courses are more affordable than those offered at schools or colleges. While studying in universities, we may have to spend some money on things such as transportation, lodging, and meals. Online education normally provides a chance to study at our own speed as there is no rush. Most online courses are usually enjoyable and more comfortable.

Synchronous Learning

What is an example of synchronous learning?

Synchronous learning allows students to engage with class materials at the same time as their peers as long as they can connect to the internet. This delivery type provides learners with a structured and immersive learning environment without the worry and stress of travel. So, a common type of synchronous classroom includes a live-streamed lecture that students attend virtually, teachers stream their presentations, and students can ask questions through webcams, microphones, and chat or message boards. Furthermore, teachers can incorporate video conference discussion groups, divide students into smaller groups with breakout rooms, facilitating direct discussion.

Online classrooms may not provide the same opportunities for visibility as in-person classes, but students can stand out by showing themselves online and participating thoughtfully while following synchronous classroom netiquette.

Pros:
- Greater engagement
- Immediate responses
- Dynamic learning opportunities
- Direct communication with teachers
- More structure in classrooms

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they are delivered would all be considered forms of synchronous learning.

Digital and online learning experiences can also be asynchronous—i.e., instruction and learning occur not only in different locations, but also at different times. For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organize instructional materials and related correspondence would all be considered forms of asynchronous learning.

The Importance of Technology in Education

How important is technology in education?

Using technology in the classroom enables teachers and students to find a new conclusion to daily life problems. Technology helps in education to create a better educational syllabus, learning material, and future products and services. It's really important to integrate technology into classrooms.

Information and Communication Technologies (ICT) are already an irreplaceable and fundamental part of people's daily lives. Today they are present in practically everything that surrounds us, from our work to our daily activities, and it has become a tool that facilitates and speeds up business, educational and social processes.

Many of today's adults did not grow up with this technology and sometimes we find it difficult to use it effectively, responsibly and conscientiously. In this sense, education plays an important role regarding the good use of the growing technological advances, and hence the importance that our little ones grow up educated with firm and responsible bases regarding the use of technology.

The expert in technological tools for education, Isabel Sagenmüller, assures that incorporating technological tools in education brings benefits that promote knowledge and interaction, as well as efficiency and productivity in the classroom between teachers and our students.

Despite the challenges and concerns, it's important to note the benefits of technology in education, including increased collaboration and communication, improved quality of education, and engaging lessons that help spark imagination and a search for knowledge in students. Therefore, technology is very important in education to create a new and innovative practical syllabus, improve the security of students, analysis and performance reporting, and teachers' training programs.

E-learning is the innovation in education because of the use of information technologies. Students and teachers are getting various applications for distance education, online courses, and degree programs. There are numerous advantages of online classes and degree programs, all because of the integration of technology in the learning and communication process. Thanks to the use of ICTs in education students and teachers can greatly benefit from those technological resources to an integral learning-teaching development.

While making use of the ICTs students can explore new contents since technology provides vast easy-to-access information that allows students to explore new topics to get a better understanding of the difficult subjects while they develop their technological skills, this also help them to develop their autonomy since it involves a sort of self-learning willing or motivation process through which each student build their own learning. Thanks to these technological resources teachers and students can boost their creativity since its multiple tools allows them to take their creativity and ingenuity to the fulles.

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Learning Management Systems in Educational Environments.

What is an LMS A learning management system (LMS) is a software application for the administration, documentation, reporting, and delivery of educational courses, learning programs, and development programs. The learning management system concept emerged directly from e-Learning. So, learning management systems were designed to identify training and learning gaps, utilizing analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content. An LMS may offer classroom management for instructor-led training or classroom, used in higher education, but not in the corporate space.

Remote school, e-learning, virtual classrooms, hybrid or distance learning— whichever way you look at it, the future (and let's admit it, the present as well) of learning is more flexible than ever. There's nothing we can do about this natural shift toward the digital, but one thing we can do is make sure our school districts, educators and students are equipped with the best resources out there so they can stay focused on what is important: education.

Learning management systems (LMS)— e-learning software that provides schools with administrative, documentation, educational, training and developmental tools— are not anything new. They have been around for years now and in 2019 it was estimated that there were over 73 million LMS users in the world. The difference is that now, learning management systems are no longer a bonus tool that allows teachers and students to connect on a virtual level, but a vital component of any functional hybrid or distance learning classroom environment.

Using Learning Management Systems for Schools

Although learning management systems seem like they were designed specifically to support distance learning, many industries have caught on to the extensive remote communication, collaboration and organization benefits of using a LMS and have integrated them into their standard practices. The inherent multifunctionality of LMSs lends itself to a variety of uses in, out and around the modern flexible classroom such as:

- Maintaining attendance records
- Storing grades
- Calculating grade point averages
- Managing curricula and eLearning coursework
- Editing and sharing professional development modules and resources

LMS have the potential to be used in a seemingly endless variety of ways and can be tailored to fit just about any of the educational needs. However, learning management systems are not one size fits all. Instead, you'll need to analyze your classroom's specific needs and choose the right LMS for your learning environment. On the other hand, LMS has multiple online operations and behaves as a framework to capture numerous layers of progressive learning (Jung & Huh, 2019; Kuosa et al., 2016; Oakes, 2002; Watson & Watson, 2012). An LMS behaves as a platform to distribute and oversee pedagogical material (Watson & Watson, 2012). LMS functions include promoting specially designed information for capturing learner progress in meeting expectations (Oakes, 2002; Watson & Watson, 2012).

V. DESCRIPTION OF ACTIVITIES

Module 1: Online English Language Teaching.

This module had a duration of eight weeks. Its main focus was to introduce students in the virtual learning/teaching environment. This module had the purpose to introduce Learning Management Systems (LMS) and the different platforms, applications, websites etc. that teachers can aim for whenever they are teaching online. Also, the different learning theories for teaching English online were discussed with the purpose of learning how to differentiate them and decide the most convenient one to be applied during virtual classes. During this module, terms such as E-learning were discussed to have a better understanding on the topic and its related terminology.

The contents studied during this module were:

- Virtual teaching (online) and its application in teaching English language
- Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities
- Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.
- Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET

The following activities were developed during this module:

1. Discussion forum.

During this activity students created an essay about the different learning theories for online teaching discussed during class. students had to describe 3 different theories and then post the essay on Campus of University of El Salvador for other students to read the essay and give their opinion about what the student had written. Students needed to comment on at least 3 different essays from different classmates expressing if they agreed or disagreed in regards to what they were reading and given their point of view about the theories being described. This activity had a weight of 20% of the final grade.

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2. Infographics

This was the second assignment for this course. During the class, the teacher shared some websites and applications that can help to create infographics, also the teacher explained how to use them. During the assignment, students were asked to use Canvas to design an infographic about the 4 most common Learning Management Systems (LMS). The purpose of the infographic was to include more images than letters and explain the features of each LMS selected. Once the infographic had been created, it needed to be downloaded in PDF or JPG format so it could be uploaded to Campus. For this activity the main areas to evaluate were the selection of colors, images, shapes and sizes; also, the content, as it needed to be very informative but not overwhelming of letters; the attractiveness since the layout was very important to make it look clean and organized. Also, it was very important about the grammar, punctuation, capitalization, etc. Since it needed to look professional. This activity had a weight of 20% of the final grade.

3. Create a virtual classroom:

For this activity, students were required to create groups of 5 people and to use google classroom. First step was to select a micro or macro skill to be taught and select the English level it was directed to. Also, students were required to create material accordingly. Students were asked to log in in the classroom using their institutional email, then create the class and select a name for it depending on the topic previously selected. Once the class was created, all group members needed to be added as the teacher too. After that student needed to upload the material previously created for a 40-45 minutes class, videos, audios, PPT and any other material were allowed. Some aspects to be evaluated were that the classroom was well organized, a welcome message needed to be posted on the stream, the material design; considering it had no grammatical mistakes, it was attractive, etc. This activity had a weight of 30% of the final grade.

4. Demonstrative class on MEET.

For this activity, students were required to give a 15 minutes class using the material and classroom designed in the previous activity. Students had to explain the usage of each material and make their classmates participate as in a real class. Students also created a lesson plan to have a better organized class and follow the structure based on it. At the moment of teaching the class, students had to have a power point presentation in order to develop the content. all the material created, the power point presentation and the lesson plan were uploaded on campus too so the teacher could evaluate it.

Some aspects to be evaluated were the knowledge in regards to the topic that was selected to teach the class. Another evaluation aspect in the rubric was the communication skills, that means the way students were providing the information, if it was in a clear way, the tone of voice, etc. Besides, the rubric included the confidence students show in regards to the development of the topic. Finally, the rubric included the effective use of the material. This activity had a weight of 30% of the final grade.

Module 2: Educational Applications for Learning a Foreign Language

This module was about the theoretical fundamentals and how to use technological tools for the teaching- learning process during virtual classes.

some of the contents studied during this course were:

- Presentation of a list of technological tools for educational purposes and their foundations and principles.
- Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.
- Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.
- Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.

The technological tools reviewed during the course were: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon. The purpose of these tools was to provide students with aims to develop their classes.

1. **Edpuzzle**: is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. But it does so much more, too.

Unlike a traditional video editor, this is more about getting clips into a format that allows teachers to engage directly with students on a subject. It also has the capacity to offer assessments based on the content, and offers lots of controls that allow for the use of video even in more strict school scenarios.

The result is a modern platform that's engaging for students but is also very easy to use for teachers. It's even crammed full of curriculum-specific content to further help in teacher progress with students.

2. **Flipgrid**: is a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics.

3. **Flippity**: is a free website that allows you to turn Google spreadsheets into interactive digital manipulatives, activities, and tools. The site offers a wide range of ready-made templates that you can copy and customize.

4. **Liveworksheets:** allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which we call "interactive worksheets". Students can do the worksheets online and send their answers to the teacher.

4. **Nearpod:** helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more.

5. **Padlet:** is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. That's at its most basic. This digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private.

6. **Kahoot:** is an online game-based learning platform. It allows teachers, organizations and parents to set up fun web-based learning for others. This could include your coaches, athletes or parents.

7. **Classroomscreen:** is an online tool that allows you to display the instructions for your lesson in a clear and visual way. Choose from over 13 widgets to support your class activities and help students get to work.

8. **PowToon:** is a tool that creates animated videos for personal, educational, or business/professional use. It is a free, web-based (with options to upgrade), user- friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding visuals.

The following activities were developed during this module:

1. **Infographics based on the fundamentals of technological tools when teaching a language.**

   Students had to create an infographic about technological tools. Students were required to do previous research to determine the information that was going to be used for the infographic. Students were required to do the infographic by using Canvas or Genially (tools studied during the last module). Students had to submit their assignment using PDF or JPG format in Campus. Some aspects to be evaluated were the design/layout of the infographic, the graphics, the visual, the content, the mechanics etc. This evaluation had a weight of 20%.

2. **Video in Flipgrid: Flipgrid, Flippity, Liveworksheets.**

   For this evaluation students were required to use flipgrid to create a video, plus two other technological tools to do complementary activities. The video had to be about educational tools and how to use them, their most important features, the activities you can create with them, etc. Students were required to use their cellphones, camara, computer, etc. in order to create the video. Some aspects to evaluate for this activity were the focus on the assigned topic, the topic understanding, the grammar, the fluency, and the time. This was an individual activity and it had a weight of 25%.

3. **Powtoon video.**

   For this individual activity, students were required to use PowToon to create a video about the advantages and disadvantages of technological tools. Students were required to do research about the advantages and disadvantages of technological tools, focusing on recommendations for teachers. Once they had selected the information, they could start recording the video. Some aspects to be evaluated for this activity were focused on the assigned topic, topic understanding, grammar, fluency, and graphics. This activity had a weight of 25%.

4. Demo class using technological tools

This was the final activity of this module. For this activity, students were required to work in groups of 5 individuals. Students were required to prepare a micro teaching lesson using educational tools. Students were going to select the topic to be taught and the level it was directed to. Each individual had 5 minutes to present their activity. The lesson must include: warm up, presentation, practice, production and wrap up. The group was required that each individual must not repeat the same educational tool. Some aspects to be evaluated for this activity were the lesson aim, the content of the lesson, the preparedness, the language used, and the pronunciation. This evaluation had a weight of 30%.

Module 3: Design of Didactic Materials for Virtual Environments.

This module had a duration of eight weeks and its main focus was that students learned at least 4 web tools for teaching material design such as podcasts, online presentations, interactive images, videos, etc. in virtual learning environments. The contents studies during this module were:

- Fundamentals of Using Multimedia Resources in a Virtual Learning Environment.
- Use and creation of Podcasts
- Using Audacity
- Using Sound Cloud
- The Fundamentals of image selection
- Using and creating a Google Site
- Using Genially
- Fundamentals of Creating Presentations
- Using Google Presentations
- Fundamentals of video creation

During this module, this where the evaluation activities students were required to complete:

1. **Elaboration of a podcast.**

This was an individual activity. Students were required to create a podcast using audacity. They were required to select an audience and the English level they were going to teach. After, students had to select a micro or macro skill such as listening, grammar, reading, vocabulary, etc. Before recording the podcast, students had to create the script of the speech they were going to record. Once the script was ready, students had to record themselves explaining the topic they selected. The podcast had some requirements: introduction, body and conclusion and it had to last from 3 to 5 minutes and be in MP3 format. Students were required to add background music to the podcast. Once the podcast was recorded, students had to upload it to sound cloud and then share the link on campus on the assigned space for the evaluation. Besides, students had also to upload the script to campus in PDF format.

Some aspects to be evaluated for this activity were the development of the topic, the voice, clarity, pace and fluency; the vocabulary, the grammar, the pronunciation, the audio format, and the script. This activity had a weight of 20%

2. **Creation of an interactive image in Genially.**

For this individual activity, students were required to create an interactive image by using Genially. Students were required to select a topic such as listening, vocabulary, grammar, reading, etc. Students were required to create an account in https://genial.ly/es/. The interactive image had to have text included and have between 3 to 5 pages.

This activity had a second part. The teacher provided students with an image that they had to edit with the characteristics given by the teacher and using GIMP. The image had to contain 1000 ppi, it had to be in JPEG or JPG format, and compress between 70KB and 100KB. The image was originally in an inclined angle, and students were required to put it in the appropriate angle. Transitions to each sub-part of the video, and add at least two images and text to the video. Once the video was ready, students had to upload it to YouTube and share the link on Campus.

Some aspects to be evaluated were the development of the topic, the voice, clarity, pace, fluency,

vocabulary, grammar pronunciation, video format, background music, front page, farewell, and image used. This activity had a weight of 20%.

3. Interactive Assignment:

This one was the final assignment of the module. For this assignment, students were required to create a google classroom and google site. This evaluation was performed in groups of five people. Students had to select a topic: writing, speaking, listening, reading, vocabulary, etc. First at all, students had to create the google classroom and include the link for google site that students had to create to. Besides, the google classroom needed to include activities from the previous tools studied such as google slide, a podcast, interactive image, a video, and finally present it to the class.

Some aspects to be evaluated for this assignment were: the development of the topic, the images used, the vocabulary, the grammar, the google site, the google presentation, the task completion, etc. This activity had a weight of 30%

VI. ACHIEVEMENTS

Module one

☐ students were introduced to the virtual environment for learning teaching and learned more about Learning management systems (LMS)

☐ Students learned how to use Canvas to create infographics. ☐ Students learned how to use discussion forums.

☐ students learned how to create a virtual classroom.

☐ Students learned how to use google meet to schedule classes or meetings.

Module two

☐ Students learned now to aim for education applications to be used for virtual learning-teaching environments.

☐ Students learned how to use edpuzzle ☐ Students learned how to use flygrip.

☐ students learned how to use LiveWorksheets ☐ students learned how to use kahoot.

☐ students learned how to use nearpod. ☐ students learned how to use powtoon.

☐ Students practiced how to apply the tools mentioned before in real classes.

Module three

☐ Students learned how to edit videos using Openshot. ☐ Students learned how to create a google site

☐ Students learned how to use google presentations. ☐ Students learned how to create a podcast.

☐ Students learned how to edit an image by using GIMP.

☐ Students practice how to apply the knowledge and use the technological tools learned during the module in a real class.

VII. CONCLUSIONS

After ending all three modules, students were able to get inside and involved in the virtual learning- teaching process. Some applications studied during the module were totally new for the students, or probably they knew little about them, but they did not know how to use them to prepare a virtual class.

Students were able to practice and get in deep into the tools studied. All the activities performed during all three modules are very valuable and easy to be applied in real classes. Now that the virtual learning-teaching environment has become more frequent, and probably it changed the way of teaching and learning; educators need to be prepared to face any situation that they are not familiar with and take new risks as it is to teach online. Nowadays, it is very common to use technology for so many uses, but people do not realize the importance technology has when it comes to learning and teaching, and the advantage that can be taken if technology is used properly.

After finishing this specialization, all students are ready to take part in the virtual learning-teaching environment. The aid has been already given, and it depends on the students to be aware they have so many tools they can use to make the process more friendly for their students and   for   themselves

VIII. RECOMMENDATIONS

- To the authorities of the department and the school of humanities to make instructions for the activities more explicit since they were confused when reading only the rubric.

- To the authorities of the department and the school of humanities to provide more time for group activities such as class simulation to be developed during the class and have some practice guided by the teacher to prepare better to do it alone.

- To the students and teacher to have cameras on all the time. Not only the teacher but also the student since for being such a big group the teacher needs to have control. Everybody is paying attention and actively participating during the class.

- For the teacher to make more activities to be developed during the class and not all of them as homework since it is important that the teacher validates that all students are understanding the topics that they are able to do by themselves.

- To the teacher to implement some tests about the knowledge being taught to validate students understanding the theoretical part of the topics and have a clear understanding what technological tools are.

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What is Edpuzzle and How Does It Work?

X. APPENDIX

Appendix A

 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%)

TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, August 21st, 2021	● Introduction (Program, Sessions time, Class Policies) ● Theories of learning in virtual learning	● Video about Synchronous and Asynchronous concepts. ● Video about Theories of learning ● Forum to answer questions or clarify doubts
2 Saturday, August 28th, 2021	● E-learning definition and application ● Virtual teaching and its application in teaching languages.	● Discussion forum about theories of learning ● Forum to answer questions or clarify doubts
3 Saturday, September 4th, 2021	● Language Management Systems (most common ones)	● Videos ● Website ● Forum to answer questions or clarify doubts
4 Saturday, September 11th, 2021	● Language Management Systems (most common ones	● Inphographic ● Forum to answer questions or clarify doubts
5 Saturday, September 18th, 2021	● Language Management System - Google Classroom	● Tutorial, multimedia ● Forum to answer questions or clarify doubts
6 Saturday, September 25th, 2021	● Language Management System - Google Classroom (Live demonstration)	● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
7 Saturday, October 2nd, 2021	● Platforms for Videoconferences (Zoom, TEAMS, MEET) ● MEET	● Videos, Multimedia, Tutorials, Web sites ● Forum to answer questions or clarify doubts
8 Saturday, October 9th, 2021	● Demonstrative class (MEET)	● Forum to answer questions or clarify doubts

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 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 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 <u>con los respectivos atestados.</u>

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

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

PROGRAM

1. GENERAL INFORMATION

1.1. Module 2:   **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 :   Licda. Sey Danisia Najarro de Alvarado

                                           Lic. Juan Antonio Flamenco Flamenco, MsDi.

                                           Licda. Blanca Alicia Menjívar González, MsE.

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.

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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
1 Saturday, October 16th to Friday, October 22nd, 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, October 23rd to Friday, October 29th, 2021	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30th to Friday, November 5th , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6th to Friday, November 12th, 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
5 Saturday, November 13th to Friday, November 19th, 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
6 Saturday, November 20th to Friday, November 26th , 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
7 Saturday, November 27th to Friday, December 3rd , 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4th to Friday, December 10th , 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.

EVALUATIONS	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 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 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

BOOKS

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

https://kahoot.com/ https://classroomscreen.com/

Appendix C

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

Module III Syllabus

January, 2022

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 Alvarado

MsDi. Juan Antonio Flamenco Flamenco

MsE. Blanca Alicia Menjívar González

2. 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.

3. 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.

4. 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.

5. 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.**	❖ **Readings, tutorials** ❖ **Software for videos** ❖ **Guidelines for elaboration of evaluated activities**	**Elaboration of a video**

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17th to Saturday, January 22nd, 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
2 Monday, January 24th to Saturday, January 29th, 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Monday, January 31st to Saturday, February 5th, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Monday, February 7th to Saturday, February 12th, 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Monday, February 14th to Saturday, February 19th, 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

6 Monday, February 21st to Saturday, February 26th, 2022	❖ Using Google Presentations	- Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Monday, February 28th to Saturday, March 5th, 2022	❖ Fundamentals of video production ❖ Examples of Video Editors	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Monday, March 7th to Saturday, March 12th, 2022	❖ Use of Smart Phones for video recording. ❖ Use of OpenShot.	- Videos - Tutorials - Websites - Question and answer forum - Creation of a video - 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 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 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 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, 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.

<u>Artículo 151</u>

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.

<u>Artículo 152</u>

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 publicada 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 resultaren 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 eldocente responsable efectuaran 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 someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetidasustituirá a la anterior
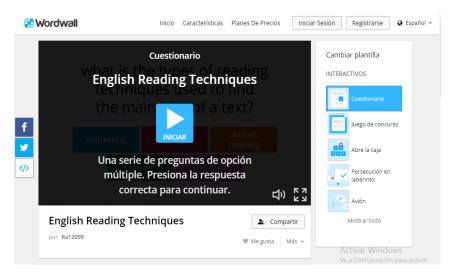
Appendix D

Some links of platforms worked through the course.

Global warming vocabulary

Draw a line to match the word to its meaning

Click the pencil icon on the upper right corner to draw the line

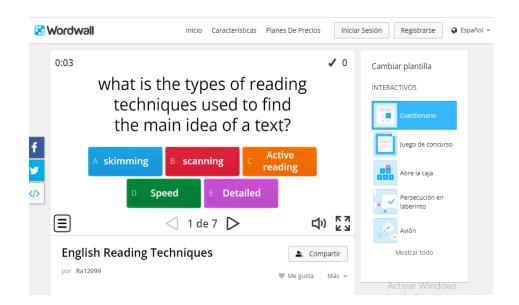| fossil fuel | | | heating of the atmosphere due to the carbon dioxide and other gases |
glacier			a colourless gas released when organic material is burned
vapor			mass of ice that moves slowly over land
coal			visible liquid suspended in the air, such as fog
greenhouse effect			a type of fossil fuel
carbon dioxide			an odorless, colorless gas found in the Earth
natural gas			energy resources like gas and oil
flooding			water suddenly covering areas that are usually dry land

https://view.genial.ly/615155961bf3500d4b64c85d/interactive-content-matching-words

https://wordwall.net/es/resource/22472884/english-reading-techniques