

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



**TOPIC:
THE IMPORTANCE OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING
OF FOREIGN LANGUAGES**

**TÍTULO:
LA IMPORTANCIA DE LOS AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

PRESENTED BY:

**JOSUÉ DAVID GUZMÁN HERNÁNDEZ (GH07038)
SERGIO JULIO NAVARRO MELGAR (NM09022)
VICENTE PAUL ARGUETA RAMOS (AR12057)**

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

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

**LICENCIADA BLANCA ALICIA MENJIVAR GONZALEZ
SPECIALIZATION PROFESSOR**

**LICENCIADO MIGUEL ÁNGEL CARRANZA CAMPOS
GENERAL COORDINATOR OF THE GRADUATION PROCESS**

**CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA,
SAN SALVADOR, EL SALVADOR, CENTROAMERICA, JUNIO DEL 2022**

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MASTER ANA GRACE GÓMEZ ALEGRÍA

GENERAL COORDINATOR OF THE GRADUATION PROCESS

LICENCIADO MIGUEL ÁNGEL CARRANZA CAMPOS

SPECIALIZATION PROFESSOR

LICENCIADA BLANCA ALICIA MENJIVAR GONZALEZ

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I. ABSTRACT

The investigation covered an analysis and summary of the specialization about virtual environments coming from the foreign language department; this with the purpose of expressing what it was learned and practice during the program and at the same time to be a good test for future groups that will go into the same process. This new way of teaching can bring a great experience to teacher and future teachers, to offer more learning options and to be a more complete version of a teacher so the needs of the students can be covered in a better timing with more tools, and options that can make the learning experience better, and more productive no matter time or place. As well, a benefit of having more tools, make students more productive and more convinced on what they have for learning, make classes more interactive and at the same time more commitment built due to the variety of options for better learning.

Key words: Virtual, teaching, learning, practice, experience, tools, languages.

I. INTRODUCTION

Any language class needs to have different components. It needs competent programs that guide the tutor on how to teach their classes; it also requires tasks and activities that evaluate students' performance and their progress, but the most important thing in the development of a class is the effectiveness on the learning process so students can have the proper knowledge, part of the effectiveness is to have the proper tools to teach.

In each of the modules received in the specialization course: *Administration of Virtual Environments for the Teaching and Learning of Foreign Languages*, different tools were learned that will be useful when teaching students, and to help them in their learning process. Liveworksheet, Kahoot, Nearpod, just to name a few, are great tools to have students connected not only to a class but also to have significant interactions and facilitate the learning process, and part of it is going to be shared in this document.

Module I, shares some history about E-Learning and how this has evolved through the time and how this has been helping to new generations and how it keeps improving aligned to the needs that the new world in the learning process is facing to make sure students get the goals of learning

Module 2 shares different tools that can be used depending on the objective applied in the learning process, tools that are beneficial for teachers to be able to send the proper message and get students connected and interacting in a positive way to learn

Module 3 shares how practice makes the master, and teachers being able to put in practice the learning experience and how to apply it when teaching a class.

To conclude, recommendations for the improvement of this new era in the University of El Salvador, to keep moving forward on the new options for learning and have the new teachers updated on the new tools to be updated with all. Also, this paper shares recommendations for new groups of teachers going to this process of learning how to use virtual environments, to keep improving the methodology, what is good to be replicated and what it can be modified for better, and in that way having this learning experience in a high-level standard for the wellness of teachers and students to achieve the goal to learn a new language no matter where they are

II. OBJECTIVES

General

- To describe the specialization course in English language teaching for virtual environments and its importance in the future of English

Specifics

- To analyze the essential details about what we did as students during the course, and what was learned.
- To identify this specialization course as a new form of curriculum that would be included not only in the Department of Foreign Languages but also in the university campus to renew through technology new methodologies for teaching a foreign language.
- To verify if the proposed methodology in the specialization course in English language teaching for virtual environments its importance in the future of English and complies with the requirements to motivate students inside the virtual classroom.
- To find out how frequent teachers use effective methodological strategies to have students participate in the virtual classroom

III. THEORETICAL FRAMEWORK

What is Synchronous Online Class like?

Synchronous online classes run like traditional classes, with attendance, lectures, and discussion periods. Students typically attend and participate via webcam or livestream forum and may move into smaller virtual rooms for group work or a teacher's office hours. Instructors can physically demonstrate specific problems or processes and ask questions as they go.

Synchronous classrooms incorporate interactive components, like chat rooms, polls, surveys, and shared documents. 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.

What is Asynchronous Learning?

Asynchronous classes offer learners the flexibility to study in a self-paced manner. While most asynchronous classes still have submission deadlines, students can connect with materials, peers, and instructors on their own schedules, often over an extended period. Teachers may prescribe an order of operations for the materials, but learners can often choose how much or how little time they spend in each area. Asynchronous online classrooms use forums and message boards to keep a running dialogue between participants. They also incorporate self-guided lessons, workshops, and shared files. Many students find asynchronous environments more comfortable types of learning, though participation expectations may actually be higher in this format than in others.

What is Asynchronous Online Class like?

In asynchronous online classes, students can access their studies on their own schedules. Teachers may mark attendance in different ways, such as by tracking who watched the lecture or posting comprehension quizzes. More interactive lessons can require learners to answer polls or click buttons, which also tells the instructor who has engaged with the content. An asynchronous class allows learners to digest material in different ways: Students can dedicate more time to challenging content and breeze through lighter content.

Since teachers cannot evaluate a student's readiness in person, online participation plays a large role in asynchronous classrooms. This delivery mode also requires a great deal of self-motivation and proactiveness, especially if a student is having trouble with a topic.

Learning Theories

What is e-learning?

E-learning, also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. E-learning refers to learning that takes place using technology, such as the Internet and portable devices like mobile phones. E-learning electronic media used for various learning purposes ranging from conventional classroom add-on functions to online substitution for face-to-face meetings with online encounters. “Sarah Guri-Rosenbilt from the Open University of Israel” instructions delivered through digital devices with the intent of supporting learning.

“Clark and Mayer, 2016) using information and communication technologies to for enabling access to online teaching and learning resources. “Arkorful and Abaidoo,2015) using Internet technologies for enhancing performance and knowledge (Ruiz, Mintzer and Leipzig, 2005)learning by utilizing electronic technologies for accessing educational curriculums outside of traditional classrooms. (eLearningNC.gov)

LMS for English Language Teaching

LMS Features

There have been identified seven main categories of tools in an educational platform. These categories are: Interface, Navigation, Evaluation, Didactic Resources, Communication / Interaction, Coordination and Administrative Support

Interface category is the element through which communication is established between the user and the system during the interaction process.

- Navigation category is related to the free and easy movement between LMS pages.
- Evaluation Forms to determine if a student has indeed assimilated the proposed content.
- The Didactic Resources category consists of tools that the environment offers to the teacher.
- The Communication / Interaction category consists of the flow of information between people in an LMS.
- The Coordination category focuses on the activities of planning, creation, execution and control of courses by the teacher.
- The Administrative Support category combines administration tools and environmental management.

E-LEARNING MANAGEMENT

E-learning is complex and requires efficient management so that educational outcomes can be achieved. It is crucial to establish strategies and mechanisms by which one can ensure that this system will effectively work as intended

The origins of e-learning management are related to the General Theory of Administration consolidated in the twentieth century. Administration consists in the efficient and effective use of resources in an organization, so that its objectives can be achieved. In this regard, the process of contemporary administration involves four interrelated activities called administrative functions: planning, organization, managing and control.

Multimedia Resources in a Virtual Environment

Also known as auxiliary or media, is any resource used to support and/or facilitate the teaching learning process, used by the teacher or student. Tomlinson (1998) identifies didactic material as “anything which is used by teachers or learners to facilitate the learning of a language Harmer (2005) refers to didactic material as “a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity” Ogalde and Bardavid(2003) define didactic material as “all those means and resources to facilitate the teaching-learningprocess within a global and systematic educational context, and stimulate the senses to facilitate the acquisition of concepts, abilities and skills, as well as the formation of attitudes and values. ” The concept of multimedia is defined in many ways. Most of the definitions agree on the characteristic that multimedia contains texts, graphics, animations, video and sound in an integrated way and the content can be structured and presented differently.

IV. DESCRIPTION OF ACTIVITIES

Summary of activities module 1

In the first module of the specialization, the necessary mechanisms for developing new technologies were provided, from which education in the 21st century can be favored to be aware of the educational vanguard of other developed countries. It is also important to mention the radical change that the entire educational system has had in the last two years. Despite the COVID-19 pandemic, this forced most public and private academic centers to transform the way of teaching. For all these reasons, education is considered of the utmost importance through the different means that technology offers us and that it is just a simple click away from being able to access all the information.

As an essential aspect of activity number one, in this course, a debate is developed through which an attempt is made to identify the most accessible technological means for education and that is currently the most used, thus being able to identify the strengths and weaknesses of the same technical standards, in addition, four fundamental theories of education are developed today. In the various ways in which these can be used, it is essential to mention the effect that all technological means currently have thought from the point of view that now, most people are hanging from the internet network. However, we can mention among their weaknesses in access to internet connection points that many people, due to the economic cost that this implies, still have a gap that can still be fully resolved.

The second activity was carried out about information management in which infographics were prepared to order and integrate much more straightforward ideas to identify the characteristics of Learning Management Systems (LMS). It is essential that, through the management and organization of information, aspects such as the purification of data are also taken into account, as well as methodologies that could not be merely effective, since the educational systems must adjust to the national reality that each educational system integrates.

It is crucial to carry out a transparent educational model through updated technologies, and for this, it is necessary to create a model that is formed through the contribution of the entire group through which a kind of brainstorming is taking place and in which at the same time Mention is made of the strengths and weaknesses of each model, adjusted to the specific needs of the subject of a foreign language, which to a certain extent a foreign language today continues to be a subject with a certain degree of singularity in which is essential to create creative and interactive ways to capture the attention of students and capture the interest of finding active.

In the third activity, everything that had previously been formed according to the ideas that the whole group took to be able to carry out a pilot test at the beginning of a simulated course, thus creating various mechanisms such as the management of educational information, methodological tools for educational purposes, creation of activities and various forms of interaction between the educator and the student or person who exercises said role. Creation of forums and didactic material such as images and documents in multiple formats such as PDF, WORD, and various forms of editing shared documents such as Google documents. This is how the course simulation is carried out, interacting in the roles of teacher and student.

In the fourth activity, skills were developed for the development and use of the "MEET" platform, holding virtual meetings for the realization and exploration of said platform, taking into account the various gadgets through which additional material can be used, such as external links to audiovisual, reading and interaction documents; in addition, different educational models are taken to be able to establish mechanisms of interaction already on the platform in a call to maintain the attention of the students, from the moment of the management of the invitation to join a meeting which we can title with a formal name of the subject the content on which you want to teach, the times and forms of communication taking into account that on the web there is a specific time lag between the emission (teaching) of the information and the time it takes for the network to achieve receiver (student).

For this reason, we adopt as points of recommendation to pay special attention to the stability of the network and let us know if the message we are sending is being understood according to the clarity and tonality that is desired and through which the objective is to capture attention; taking into account that there are external factors that may interfere with the reception of the information provided at class time.

Summary of activities module 2

Activity one, in which the implementation of various mechanisms is given in the form of infographics, intends to attract attention in a way that is easy to read and understandable, that the information guides the understanding of the content, making use of various mechanisms of visual interest to the reader such as illustration; if we talk about a particular topic, citing an example in language when we speak about the case of verbs we can mention caricatures of characters or archetype exercising various activities, so the text is related to the jokes which in one way or another is creating a relationship between object and subject. In this same phase of creating files and infographics, they are made through various platforms, such as the creation of videos in PowToon, to practice making teaching material.

In activity two, the creation of audiovisual resources is implemented through the Flip Grid platform, in which a guide is established which is made available to the entire group through which it is intended to make the creation of said material accessible, always focused on an educational aspect, thus seeking to facilitate the communication of information between educator and learner, putting into practice the implementation of new forms of education not only through reading but also through the various senses in which the educational work becomes much more sensory and visual.

This audiovisual material can be used and shared with the different groups, thus effectively facilitating the information to reach all group members or course members.

In activity three, the creation of a video in PowToon, thus creating audiovisual material through the implementation of reading material in slide format; in addition, a guide is designed for the execution of said element as one more of the didactic materials.

Activity four, the demonstrative class, is resumed through the Google MEET platform in which recommendations were previously made for the proper use of its functions. In this phase, it was intended to have overcome some difficulty that has been had, thus setting aspects such as objectives, times and guidelines for the understanding of the subject that is being made known to the group and the subject taught; in the same way, it is good to make a list of recommendations for the fair and efficient use of the platform for conducting virtual classes.

Summary of activities module 3

In the last module of the specialization course, the use of the design of the didactic material was emphasized, for which the students carried out activities to complete and develop the educational skills they acquired. In activity one, the students recorded audio in the Audacity editing app, thus demonstrating that this application downloads music and is also an essential tool for carrying out pronunciation and reading comprehension activities of any educational text.

This audio was then downloaded to the Sound Cloud music application. At the same time, the purpose of said activity was detailed through the audio. This proves the importance of using podcasts to teach a foreign language to improve student learning of a subject. In the second activity, the students edited and recorded a video to later download it on the YouTube digital platform, choosing a specific topic for Google Classroom.

In the third activity, the students elaborated a presentation through online programs such as PowerPoint, Google Slides, Canva, Genially, Prezi, or PowToon. At the same time, record a short video using said presentation to demonstrate the use of a design of the didactic material in virtual classes.

While in the fourth activity, the students created an interactive image for which a specific topic was selected, and the information was searched on the internet with their respective images as a reference and greater understanding of the topic, it was considered that the image should have different elements to create interactive features, it was recommended to include between 5 to 8 interactive elements (text, windows and links).

And as the last activity in this module, emphasis was placed on creating a web page through Google Site, divided into two parts that were taken into account for their evaluations. First of all, it was recommended to pay attention to the excellent use of the color palette, appropriate fonts, the placement of elements to facilitate reading and the use of separators to separate content or sections to create the web page. In addition, the website had to contain the podcast, video, slideshow and interactive image created in this module and include at least three tools seen in module 2.

The website also considered that the readers should be clear and concise. As a second part, the oral presentation consisted of the presentation and demonstration of the website. For this, 5 minutes were available, in which the functionality of the site was shown, explaining the organization and use that was given to the website. If there is any doubt at the end of the presentation, the teacher or classmates will have the opportunity to ask questions about the website's functionality.

The purpose of this activity was to find out to what extent students could handle and administer digital tools in the educational context and thus verify the effectiveness of online education for teaching a foreign language.

V. ACHIEVEMENTS

In the first module, the team learned about the theories of learning and how to apply them into the virtual class option. We learned about how technology allows us to do things differently. Theories of learning act as a guide for us on how to use technology in teaching.

It was also studied E-learning also referred as online learning or electronic learning, that takes place using technology such as internet portable devices and mobile phones. We acquired historical information about E-learning and advantages and disadvantages of using E-learning. In the same module the team was able to learn about LMS, all the features, tools and how to manage all these features in the virtual learning environment.

Another achievement was the process of contemporary administration involving four different interrelated activities called administrative functions: planning, organization, managing and control. In the LMS we learn how to use some common ones like Blackboard, which is a web-based virtual learning environment and learning management system.

Canvas is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement. We also study Google Classroom, Schoology, Edmodo etc.

In the second module part of the learning was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality.

The technological tools that we use on that module were: Edpuzzle which is an incredible-easy-to-use video platform that helps teachers save time, boost classroom engagement, and improve student learning through video lessons. Besides Edpuzzle, it was also learned about Flipgrid in which our team could make educational videos.

Flipgrid is designed to allow students to speak to the group but without the same fear that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class on the spot.

In the third module, the team learned to use at least four Web tools for the design of educational materials. We developed a podcast. Podcasting offers us the opportunity for lecturers to easily broadcast engaging audio content, which we as students can then listen to at any time and wherever they are. We also only need to subscribe to a podcast feed and suddenly you can push educational content to them, rather than wait for them to come.

Interactive images were one of the activities we developed in the third module in which we learn how to create and make that image more interactive for the students to be focused on what they are looking for. As a team we learned how to create educational videos using many different tools like Flipgrid, in short, Filmora go adobe premiere rush, kine master, quick go pro, and many other apps that we found all over the module.

During the module, we also learned how to create animated videos using PowerPoint and the use of PowerPoint slides and how to design tutorials for students.

We also learn how to make Prezi presentations on PowerPoint by creating real tool effects that make the presentation interactive and make students keep focused on the presentations.

The last tool we used was Google sites, which allows us to create a website without having to know how to code it yourself.

VI. CONCLUSIONS

- Having the virtual environment tools as part of the learning process nowadays makes the teacher and students interaction more convenient and using them properly can create a big impact in the learning of students is a positive way
- Developing this specialization, the Foreign Language Department of the University of El Salvador is taking a new step to the new era, and helping students to be more competent to develop their major by being capable to adapt to the new methods and strategies of the new learning process
- Getting students commitment is key to have an effective learning process, and by having these new options, it can take students to reinforce their effort and make sure not to drop the ball in the process, but to keep moving forward due to the options and possibilities the Foreign Language Department of the University of El Salvador has, regardless the time or situation happening around
- Adapting to the new era is a goal that the Foreign Language Department of the University of El Salvador must have every day, and having a team focused on that can help to have the Foreign Language Department to keep improving is beneficial for all, at all levels.

VII. RECOMMENDATIONS

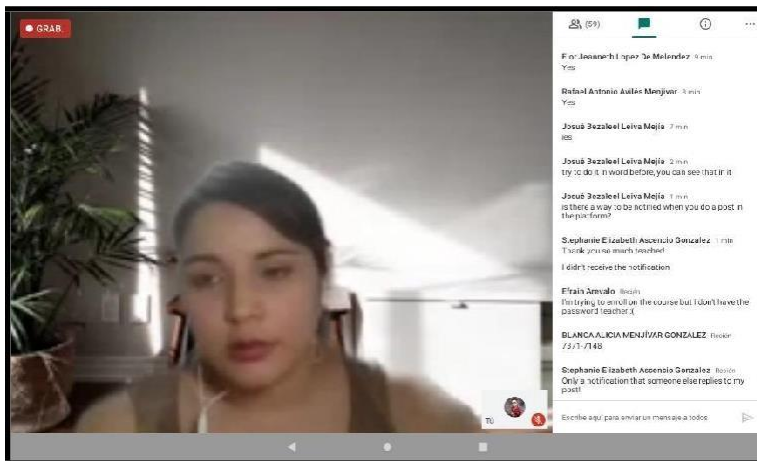
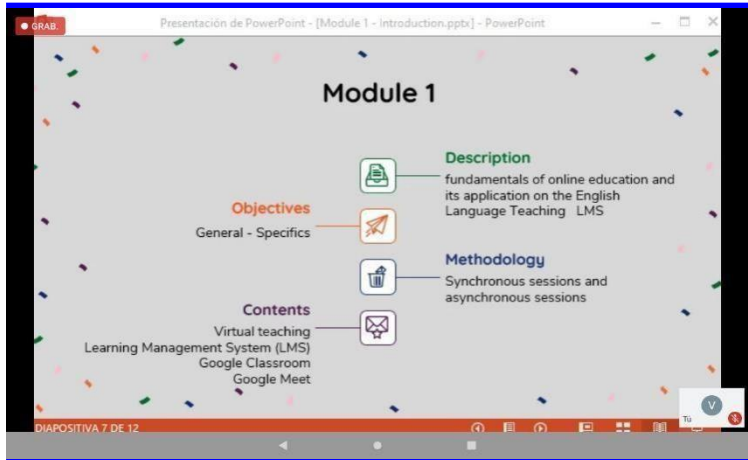
- It will be important to expand the options of teachers for this specialization, since 3 teachers were very busy taking care of a huge number of students, that was the reason why homework was not evaluated on time and having delays when delivering grades.
- Considering the possibility to include more options for specialization will be great, since there are different skills students of the Foreign Language Department of the University of El Salvador can develop and could take advantage when going to the labor world and be prepared for whatever option comes ahead of them.
- Eliminating the thesis option will be good, nowadays, thesis does not give any major help or improvement, nor solving any problem; on the other hand, specializations make students more prepared to develop themselves in the area they have decided to jump in, and makes the Foreign Language Department of the University of El Salvador look better in the business world, due to the quality of graduated students is having.
- Evaluating the possibility to include graduated students as part of the specialization process as teachers for it could be very beneficial to have more options to cover the need of teachers in the Foreign Language Department of the University of El Salvador, and in that way to have more capability to manage this process in a more efficient way.

VIII. WEBLIOGRAHY

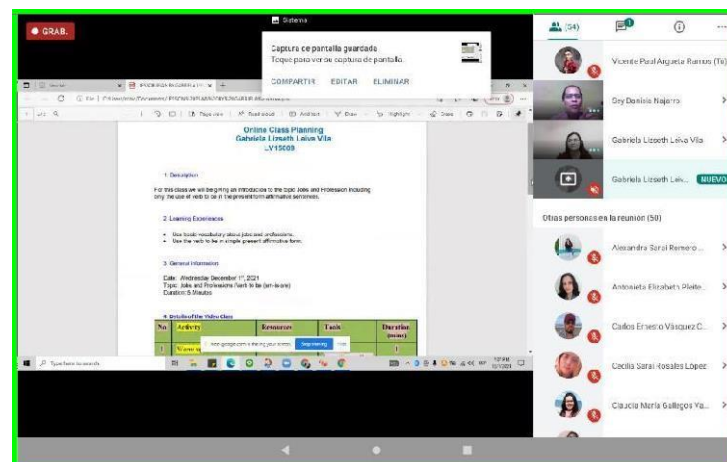
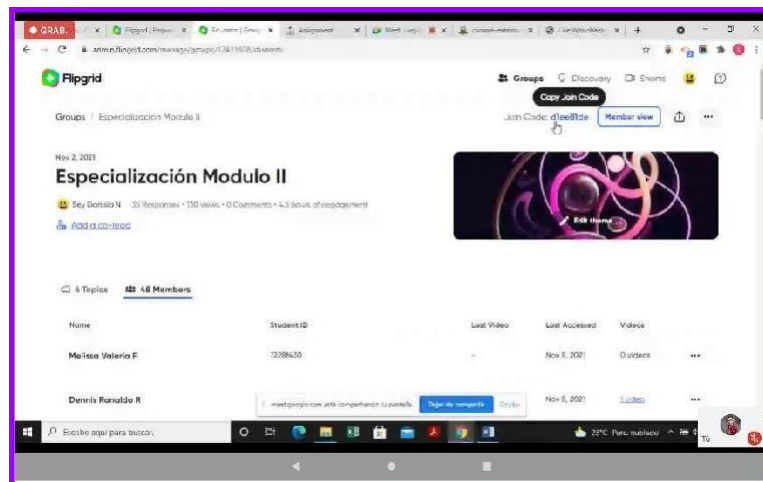
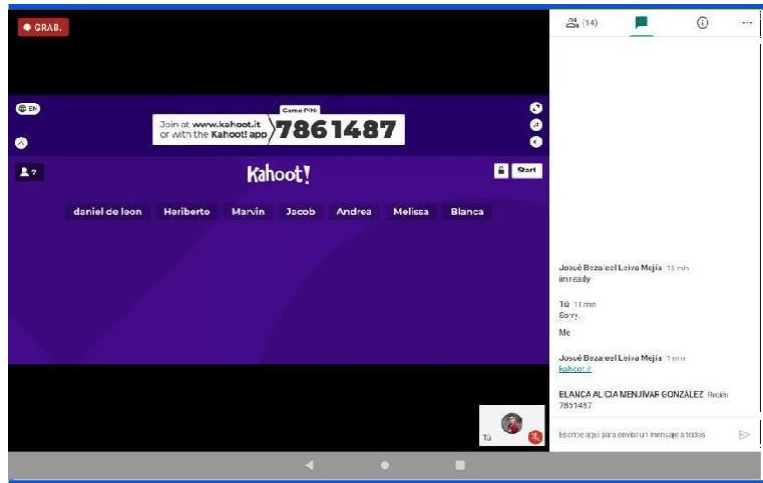
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- History of curricular changes of the bachelor in English Teaching, Foreign Languages Department, University of El Salvador, from 1972 tp 2013. (B.A. thesis, University of El Salvador)
- The impact of free online language applications for improving the writing skill of students registered in English Composition II of the Bachelor's Degree of English, Teaching Option at the Foreign Language Department, University of El Salvador, Year 2021 (B.A. thesis, University of El Salvador)
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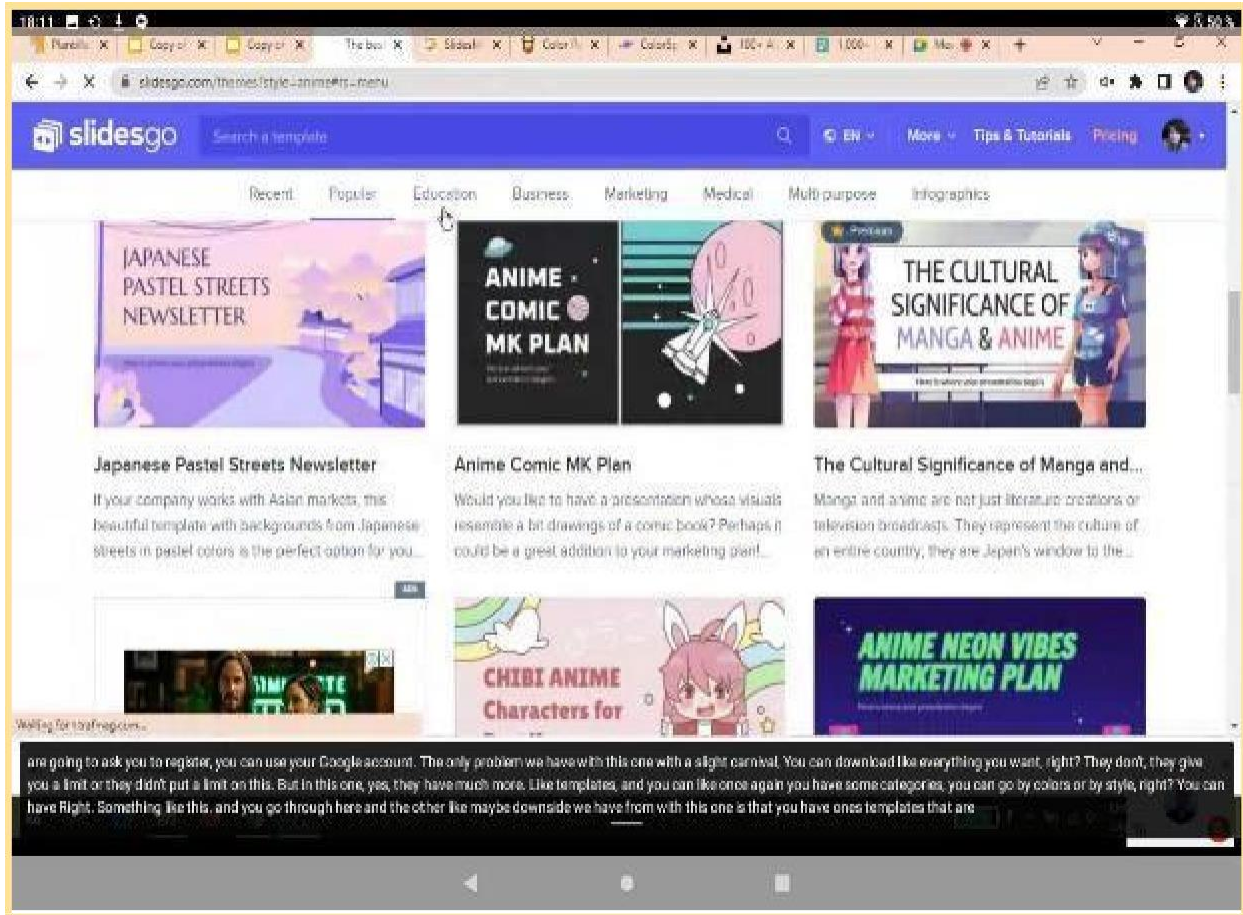
IX. APPENDIXES

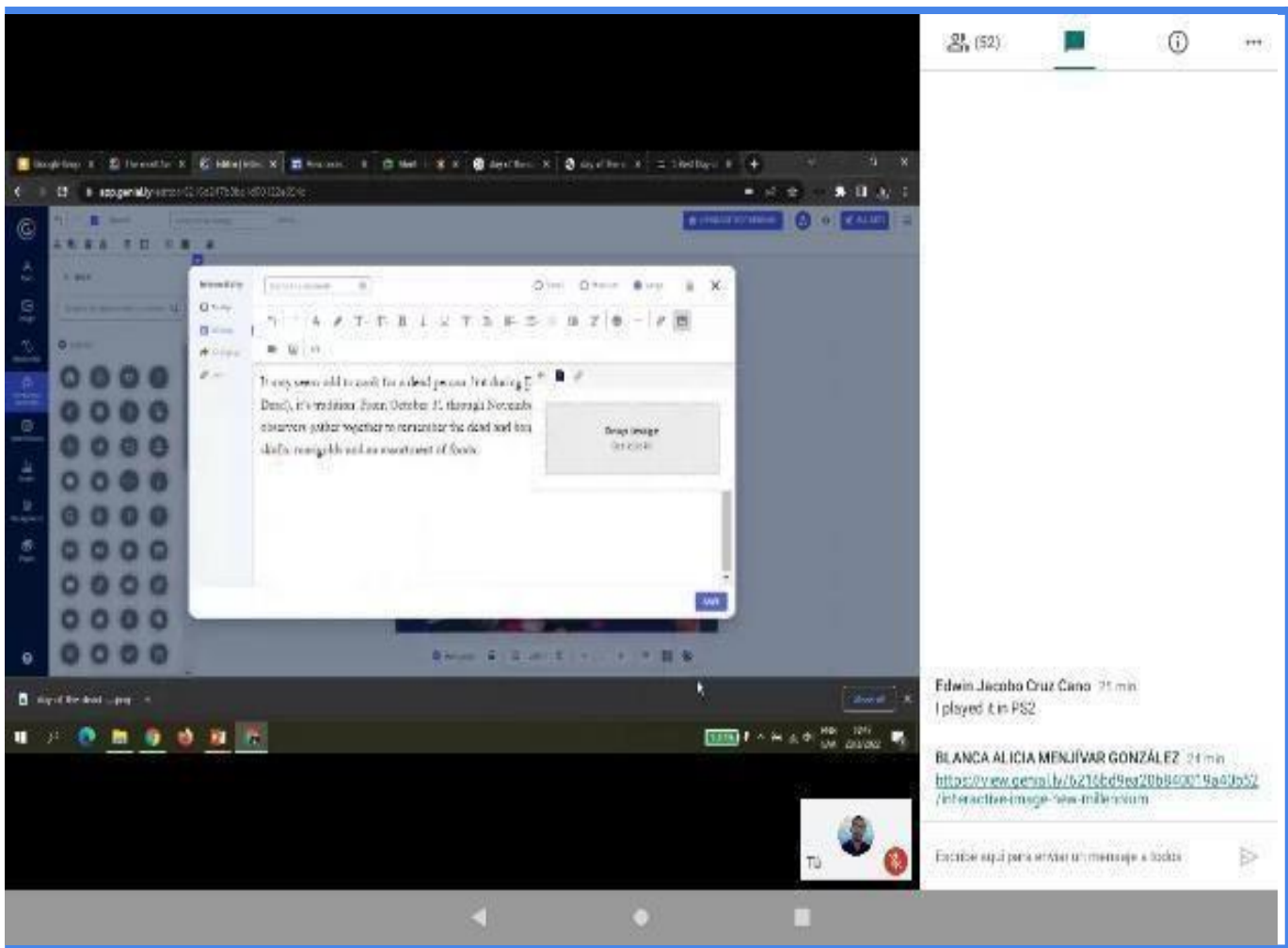
Module 1:



Module 2:









**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 process

1.6 Month and Year: August 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 21st Monday 23rd - Wednesday 25th	<ul style="list-style-type: none"> ● Introduction (Program, Sessions time, Class Policies) ● Theories of learning in virtual learning 	<ul style="list-style-type: none"> ● Video about Synchronous and Asynchronous concepts. ● Video about Theories of learning ● Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	<ul style="list-style-type: none"> ● E-learning definition and application ● Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> ● Discussion forum about theories of learning ● Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Videos ● Website ● Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Infographic ● Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	<ul style="list-style-type: none"> ● Language Management System - Google Classroom 	<ul style="list-style-type: none"> ● Tutorial, multimedia ● Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	<ul style="list-style-type: none"> ● Language Management System - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> ● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	<ul style="list-style-type: none"> ● Platforms for Videoconferences (Zoom, TEAMS, MEET) ● MEET 	<ul style="list-style-type: none"> ● Videos, Multimedia, Tutorials, Web sites ● Forum to answer questions or clarify doubts
8 Saturday 9 th Monday 11th - Wednesday 13th	<ul style="list-style-type: none"> ● Demonstrative class (MEET) 	<ul style="list-style-type: none"> ● 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

1. 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.

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

3. **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.

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

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

6. **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.

7. **Students must have an e-mail**. It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv

8. **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

- 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>



**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.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	<ul style="list-style-type: none"> - 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.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Guideline for a video in Flipgrid with the characteristics of the technological tools studied.</p>	Video in Flipgrid, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.</p>	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.	<p>Multimedia material</p> <p>Guidelines for the demo class using technological tools to teach a language</p>	Demo class using technological tools (30%)

Time Table

Week/Date	Synchronous session	Asynchronous session
1 Saturday, October 16 th to Friday, October 22 nd , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	<ul style="list-style-type: none"> - Presentation of the concept educational applications - Question and answer forum
2 Saturday, October 23 rd to Friday, October 29 th , 2021	Fundamentals and principles of using technological tools	<ul style="list-style-type: none"> - Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30 th to Friday, November 5 th , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6 th to Friday, November 12 th 2021	General information and tutorial of Flippity. General information & tutorial of Liveworksheets. Live practice.	<ul style="list-style-type: none"> - Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 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.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
6 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.	<ul style="list-style-type: none"> - 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 27 th to Friday, December 3 rd , 2021	Demo class using technological tools.	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4 th to Friday, December 10 th , 2021	Demo class using technological tools	<ul style="list-style-type: none"> - 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

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/>



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



**SYLLABUS
MODULE 3:**

**Design of Didactic
Materials for Virtual
Environments**

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:** MsE. Blanca Alicia Menjívar González (Group 01)
MEVA. Sey Danisia Najarro de Alvarado (Group 02)
MsDi. Juan Antonio Flamenco Flamenco (Group 03)

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 participant will have to choose a topic for a subject of the English area.

5. CONTENTS

Week	Content	Resources	Evaluation
Weeks 1 Y 2	<ul style="list-style-type: none"> ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud 	<ul style="list-style-type: none"> ❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Weeks 3 y 4	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> ❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Weeks 5 y 6	<ul style="list-style-type: none"> ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
Weeks 7 y 8	<ul style="list-style-type: none"> ❖ Fundamentals of video creation ❖ OpenShot working environment. 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities 	Elaboration of a video Integrative Assignment (live defense)

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17 th to Saturday, January 22 nd , 2022	<ul style="list-style-type: none"> ❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Monday, January 24 th to Saturday, January 29 th , 2022	<ul style="list-style-type: none"> ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Monday, January 31 st to Saturday, February 5 th , 2022	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Monday, February 7 th to Saturday, February 12 th , 2022	<ul style="list-style-type: none"> ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Monday, February 14 th to Saturday, February 19 th , 2022	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

<p style="text-align: center;">6</p> <p>Monday, February 21st to Saturday, February 26th, 2022</p>	<ul style="list-style-type: none"> ❖ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
<p style="text-align: center;">7</p> <p>Monday, February 28th to Saturday, March 5th, 2022</p>	<ul style="list-style-type: none"> ❖ Fundamentals of video production ❖ Examples of Video Editors 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">8</p> <p>Monday, March 7th to Saturday, March 12th, 2022</p>	<ul style="list-style-type: none"> ❖ Use of Smart Phones for video recording. ❖ Use of OpenShot. 	<ul style="list-style-type: none"> - 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 (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.

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 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 el docente 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 repetida sustituirá a la anterior.