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

TOPIC:

THE MOST USEFUL TECHNOLOGICAL TOOLS IN VIRTUAL EDUCATION

PRESENTED BY:

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TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND ENGLISH

BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

FINAL REPORT OF THE SPECIALIZATION COURSE:
"ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS"

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ABSTRACT

This report is a brief summary of the contents developed during the specialization course. Topics related to the different virtual tools that the teacher can use to carry out classes virtually were developed, as well as in distance education and online education. The objectives pursued by this course are to train students in the practical and real use of cybernetic tools and platforms that allow them both in the present and in the future to provide and effective teaching in a virtual way. Nowadays on the web we can find such complete tools that allow us to teach classes, evaluate, create tasks, create didactic material and all in a virtual way within a click. This is where we can see the importance of the knowledge and effective management of these applications, since in the current world the virtual modality has become the main source of development of communications both in the area of education and in the work area and this was demonstrated precisely with the experience that the entire world has lived with the Covid-19 pandemic.

Keys words: teaching; tools; applications; online; education; resources.

I. INTRODUCTION

In 2020 the COVID-19 pandemic brought the whole world to its knees and our country El Salvador was no exception. The pandemic came to strongly affect all the important areas of our country such as the economy, health, but especially education, all public and private educational centers were forced to suspend their academic activities in order to prevent the spread of this terrible disease, but we had to look for ways to continue with education without putting the health of both students and teaching and administrative staff at risk. It was there that the use of technology became important in order to overcome this difficulty. The University of El Salvador, always at the forefront, chose to implement the specialization course "Administration of virtual environments for the teaching and learning of foreign languages" which aims to train its graduate students to work in this new reality through our educational system. The course lasted six months divided into three modules of two months each. In each module, topics related to the use and application of virtual tools, platforms and cybernetic systems were developed, both theoretically and practically, and various team and individual activities were carried out with the objective of putting the acquired knowledge into practice. For this reason, as a team we present this brief summary of what we learned as evidence of the effort of both graduate students and the University of El Salvador to always be at the forefront of national reality

II. OBJECTIVES

General Objective

To test the different learning applications that can be applied to the virtual modality, thanks to the popularizations of these after the pandemic, which seek to create more dynamic and creative content for students.

Specific Objectives

- To categorize the different learning processes between Synchronous and Asynchronous

- To identify the most appropriate learning applications to create a creative and dynamic content for the students, to motivate them to associate it in the easier way with those applications.

- To share with future educators how to design highly engaging and relevant learning experiences through technology.

III. THEORETICAL FRAMEWORK

Historical Background

Until the middle of 2019, everything seemed normal in the world, business, economy, education, etc. It was at the end of the same year that the alarm arose, a dangerous virus appeared in the city of Wuhan in the province of Hubei, China. The other countries of the world observed this fact as something distant from them and even indifferently without even imagining that its spread would be so rapid that it would put the entire world in a state of health emergency, and bringing with it a stagnation of the economy worldwide and seriously affecting education, since it was necessary to stop the face-to-face academic activities in order to avoid putting students as well as teaching and administrative staff at risk of contagion.

This situation represented one of the greatest challenges for the educational system of all countries but it was even more marked for developing countries like ours, where there is very large digital gap. Students and teachers did not adapt easily to the use of technological tools so there were needs for the actors of the educational process to reinvent themselves and face this challenge in the best way.

IV. TECHNIQUES AND STRATEGIES.

Learning Theories in Virtual Learning

Learning theories are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. Learning theories are those that combine conceptual models at the assertion level principles for systematic knowledge of the learning activity through a series of scientific statements functional value informative, explanatory, predictive, summary, normative, in different variations of specific authors or schools. These theories can be applied in the same way in a virtual learning environment.

Among the learning theories it can mention the following:

Behaviorism:

 also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists believe that our actions are shaped by environmental stimuli. According to this school of thought, behavior can be studied in a systematic and observable manner regardless of internal mental states.2 Behavioral theory also says that only observable behavior should be considered as cognition, emotion, and mood are far too subjective.

Cognitivism.

Cognitivism is a learning theory that focuses on how information is received, organized, stored and retrieved by the mind. It uses the mind as an information processor, like a computer. Therefore, cognitivism looks beyond observable behavior, viewing learning as internal mental processes. In this view, learners are actively involved in the way they process information. Knowledge, memory, thinking, and problem solving are areas for development.

Constructivism.

Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So everyone's individual experiences make their learning unique to them.

Connectivism.

Connectivism is defined as "actionable knowledge, where an understanding of where to find knowledge may be more important than answering how or what that knowledge encompasses" (Duke, Harper, and Johnston, 2013, p. 7).

A nascent learning theory, connectivism, promotes that student should merge thoughts and knowledge to their benefit (Western Governors University, 2021). As the name implies, this theory's focus is on the connections we make as learners. Stephen Downes (2007) writes, "At its heart, connectivism is the thesis that

knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks."

Synchronous and Asynchronous Teaching:

Synchronous teaching and learning: take place when all participants are engaging with the course content at the same time and in the same learning space. For remote teaching, the 'same learning space' could be a Zoom meeting room or a Google Meet. It could also be less complex such as a group phone call or a text-only conversation using e-Class chat. Meeting your students during scheduled class time is a good example of synchronous teaching.

Asynchronous teaching and learning:

Asynchronous teaching takes place when participants are engaging with the course content at different times and, potentially, from different locations. For remote teaching, this usually means the instructor provides students with tasks which can be done independently.

Instructors teaching in an asynchronous environment have various tools at their disposal:

- Email, which can be used as one-to-one or one-to many communications;
- Discussion Forums (e-Class) which can involve interactive exchanges between members of the whole class or smaller groups.

    a. Threaded discussions (groupings of messages within topics) have been a

staple in online courses for more than a decade (you can learn more about online e-Class forums here).

b If you are looking to send an email or get important information to your students, the best tool to do this in e-Class is the Announcements forum (you can learn more here).

- Collaboration Tools such as Google Docs, wikis, and mind mapping software.
- Other tools that allow students to demonstrate their learning such as creating videos using their smartphone, using third party software (podcasting, blogging, webpage creation, etc.).

Methodology:

Methodology is a system of practices and procedures that a teacher uses to teach. It is based on beliefs about the nature of lain the classroom. Many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources. Language, and how it is learnt (known as 'Approach').

Remote Learning:

Remote learning can be described as the process of remote teaching and learning through the use of technology, such as video conferencing, virtual assessments and discussion boards.

To simply put, remote learning provides an opportunity for teachers and students to

remain connected who are in a distant location or not present together in a physical location for in-person education or learning. Once the teachers and students are through with the teaching and learning process, the teacher can conduct remote testing to assess the learning and understanding of the students. This can be done by making students undergo assessments such as tests or final exams, which they can take on their own devices from their own respective locations.

E-learning:

also referred to as online learning or electronic learning, is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as "learning that is enabled electronically." Typically, e-learning is conducted on the Internet, where students can access their learning materials online at any place and time. E-Learning most often takes place in the form of online courses, online degrees, or online programs.

Distance Education:

Distance Education is defined as instruction between a teacher and students when they are separated by physical distance and communication is accomplished by one or more technological media (American Association of University Professors, 2007; Oregon Network for Education, 2000).

Online Education:

Online education is a flexible instructional delivery system that encompasses any kind of learning that takes place via the internet. Online learning gives educators an

opportunity to reach students who may not be able to enroll in a traditional classroom course and supports students who need to work on their own schedule and at their own pace.

LMS:

What is an LMS? Often called an LMS for short, a learning management system is a software application that provides the framework that handles all aspects of the learning process – it's where you house, deliver, and track your training content. While most often called an LMS, other names that might be used are training management system, learning activity management system or even learning experience platform (LXP).

Google Classroom:

What is Google Classroom? : Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created as a way to eliminate paper in classes and to make digital learning possible. It was initially planned for use with laptops in schools, such as Chromebooks, in order to allow the teacher and students to more efficiently share information and assignments.

As more schools have transitioned to online learning, Google Classroom has gotten far wider use as teachers quickly implement paperless instruction. Google Classrooms works with Google Docs, Sheets, Slides, Sites, Earth, Calendar, and Gmail, and can be supplemented by Google Hangouts or Meet for face-to-face live teaching or questions.

To be clear, this isn't an LMS (Learning Management System), such as Blackboard, however, it can work similarly, allowing teachers to share materials with students, set assignments, carry out presentations, and more, all from one place that works across a range of devices.

Technology

Technology is a body of knowledge devoted to creating tools, processing actions and the extracting of materials.

Teaching using technology: educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners. Technology offers the opportunity for teachers to become more collaborative and extend learning beyond the classroom. Educators can create learning communities composed of students; fellow educators in schools, museums, libraries, and after-school programs; experts in various disciplines around the world; members of community organizations; and families. This enhanced collaboration, enabled by technology, offers access to instructional materials as well as the resources and tools to create, manage, and assess their quality and usefulness.

V. EDUCATIONAL APPLICATIONS

Educational tools

The concepts that were handled of the aforementioned tools were the following:

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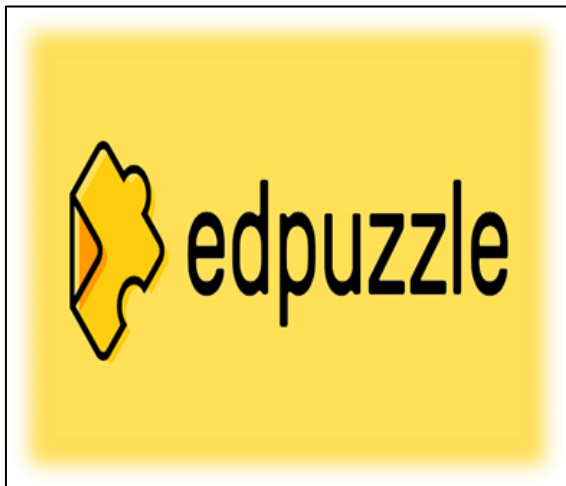
Is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. But it does so much more, too.

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.

Flipgrid :
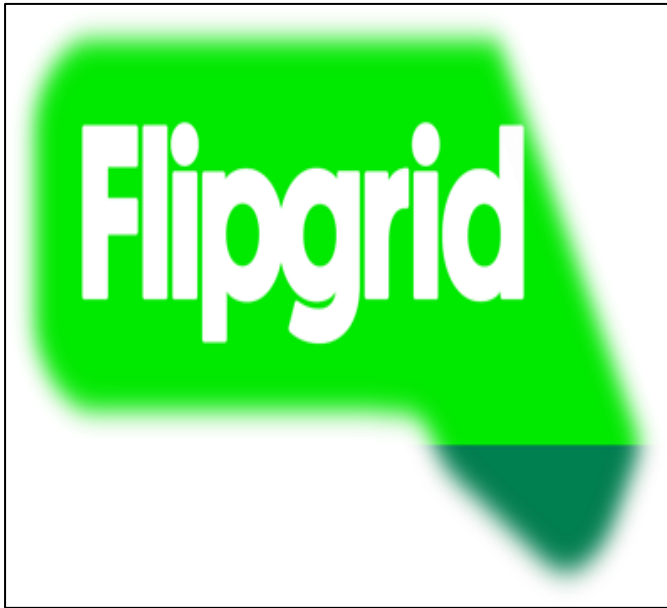
Is a video discussion tool quite like no other as it's designed with the might of Microsoft to work specifically for teachers and students in a digital Classroom.

The idea behind this education tool is to use video to create an open platform of discussion and learning that doesn't require a physical classroom to get everyone involved. That makes Flipgrid an ideal remote learning tool as well as a powerful homework-based application for students to use with each other.

Liveworksheets:

Is a tool which allows teachers to create interactive worksheets for their students ... It is also possible to create speaking exercises where students have to record themselves using the tool's microphone. A variety of worksheets already created by other users can also be accessed.

Nearpod :

Is an online tool that allows teachers to use slide-based teaching both in the classroom and remotely thanks to a hybrid layout.

Teachers can create lots of different interactive learning resources that allow students to engage and learn via their device or a single screen in the room. It's also possible to add in question points along the way and have the students take part as you go.

Padlet :

Is an app where you can create a single or multiple walls that are able to house all the posts you want to share. From videos and images to documents and audio, it is literally a blank slate. It's collaborative, too, allowing you to involve students, other teachers and even parents and guardians.

Kahoot! :

Is a quiz-based learning platform that works for hybrid learning and flipped classroom situations by making learning fun and engaging.

This free cloud-based tool makes for a very useful way to bring learning online without compromising, but actually enhancing, teaching.

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.

Powtoon :

Is the world's leading, most user-friendly, and most intuitive animation software.

With Powtoon, anyone can create engaging, animated videos with a professional look and feel.

VI. DESCRIPTION OF ACTIVITIES

Module I

The first module was related to the fundamentals of online education and its application to English Language Teaching, specifically in the virtual way.

Week one and two were like an introduction of ourselves by giving a little view to what the course will be about, checking some information about theories of learning and rules of how to communicate in an online environment then. After that the students had their first evaluation about answering a question in a discussion forum.

During weeks three and four, the students watched some videos and learned more related to the Learning Management System (SAA-LMS) for the creation of some material and use in online courses. After that, the students developed the second evaluation that was created an Infographic on Canva. In this Infographic, the students had to select 4 Learning Management Systems and put the features of each of them. Then, when the Infographic was ready, they had to download it in pdf format and share this document in campus.ues.edu.sv.

During weeks five and six, the students learned about educational platforms and their use or applications for online asynchronous, especially Google Classroom. The students watched some videos about how to create and use Google classroom and the features that the platform can offer them. Then, the students developed the third evaluation that was in groups of 4, they had to create a Google Classroom course and have some students there and then, send to their teacher some photos (5) in which the teacher could see their classroom. The first photo was the name of

our group in the classroom that the students created. The second photo was about the resources that they uploaded (could be presentations, videos from YouTube, etc.). The third photo was related to the activity that each member had to create (could be material, forum, a quiz, or homework assignment.) The fourth photo was related to the same activity of the third photo, but this time the activity was finally created and uploaded in the group. The fifth and last photo was about students interacting in the activity that each member of the group created. These photos were uploaded in a pdf document and shared in campus.ues.edu.sv.

During weeks seven and eight, the students learned how to use some platforms for video conferences like zoom, teams, and meet. The students have watched some tutorial videos to facilitate their learning about how to use them. Then, last week, the students developed the fourth activity which concluded module I. This activity was a demonstrative class using the platform MEET, in groups of 4, the students had to create a video class planning; they had to elaborate the planning on pdf format, in which should be scheduled the activities that each member of the group will be in charge, the group had a time limit of ten minutes to present the activities. The document was in pdf format and shared in campus.ues.edu.sv. With all this information, the module one finished.

Module II

Module II was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. Some of the technological tools that the students used during this module were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon, etc.

During the week one and two, the students looked a list of some technological tools for educational purposes, key concepts, and principles through PowerPoint presentations, and reading material, some technological tools were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen and Powtoon. Then, the students developed the first evaluation that was the elaboration of an Infographic to identify the principles of the use of Technological tools for teaching a language. They had to choose four technological tools to create the Infographic on Canva. Then, the students downloaded the Infographic in pdf format and shared it on campus.ues.edu.sv.

During weeks three and four, the students learned through presentations, material like pdf documents and some tutorial videos key concepts, general information, features, advantages and disadvantages, and some practice of the following technological tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. Then, they moved to the second evaluation which was the creation of a video summary about the following technological tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. The video had a duration between 5 or 10 minutes, and the format was in MP4, in the video; the students had to record themselves talking about the advantages, disadvantages, and features of the technological tools that were

mentioned before. At the end of the video, the students had to make a reflection of the use of these tools related to learning and teaching a language. The video was uploaded in their drive session with their institutional account, when the video was uploaded, the students had to share the link on campus.ues.edu.sv.

During weeks five and six, the students learned through presentations, material like pdf documents and some videos key concepts, general information, features, advantages and disadvantages, and some practice of the following technological tools: Nearpod, Powtoon, Padlet, Classroomscreen, and Kahoot. Then, they moved to the third evaluation which was the creation of a video using the tool Powtoon. This video was about the advantages and disadvantages of the use of technological tools when teaching English. The duration of the video was about 3 to 5 minutes and at the end of the video, the students had to give their point of view about using technological tools when teaching English. Then, the students had to share the link in campus.ues.edu.sv.

During weeks seven and eight, the students developed the last evaluation which was a demo class using technological tools in the development of the class. This evaluation was individual, each student had from 5 to 8 minutes to develop his/her demo class using one of the following educational tools: Nearpod, Kahoot, Padlet, or Live Worksheets and choose a topic. Then, the students had to select a macro skill (Listening, Reading, Speaking, and Writing) or subskill (Grammar, Vocabulary, or Pronunciation). And finally, the students created a lesson plan describing the activity with the tool that they decided to use. The lesson plan was shared on campus.ues.edu.sv.

Module III

The third and last module, the students learned to use some web tools for the design and development of educational materials, and the students elaborated materials like: podcasts, interactive images, and online presentations, create videos and more. The students also had an integrative task that was about the creation of a Google Site linked to the Google Classroom platform. This work was in groups, each group had to choose a topic for a subject of the English area and the topic had to be broad so that each member of the group was assigned a subtopic to develop.

During weeks one and two, the students learned about the fundamentals of using multimedia resources in a virtual learning environment, the use, and creation of podcasts, using Audacity and SoundCloud through reading and video tutorials. Before starting the first evaluation the students had to make groups of 4 and select a topic and subtopics related to the English area because all the evaluations from this module were related to the topic and subtopics that each group decided. Then, the students developed the first evaluation that was based on the creation of an educational audio related to the subtopic that was previously picked, with the duration of 2 to 3 minutes, and uploaded in SoundCloud. This evaluation was individual. During the creation of the audio, the students had to create a script in a word document in which they included: objectives, audience, name of the podcast, and topic. Then, the students had to download background music and record their audio with a smartphone and convert the audio into mp3 format. After that, the students used audacity to put the audio and the background music together and fix it. Finally, the students uploaded their new audio to SoundCloud. After that, the students shared the link of their audio on campus.ues.edu.sv with their script in pdf

format.

During weeks three and four, the students learned more about the fundamentals of image selection, the students watched some videos about creating a Google Site, and they practiced a little, and they learned about how to use Genially. Then, the students moved to the second evaluation, which was the creation of an interactive image based on the chosen subtopic. The students had to access Genially and create an image there, they used some features that this tool offered us, they added objectives, text, transition images, and more. Finally, the students upload the link of their interactive image to campus.ues.edu.sv.

During weeks five and six, the students learned about the fundamentals of creating presentations and through videos and information they learned about using Google presentations, and the students started to create a Google site in the groups that were created in the first week. Then, the students moved to the third evaluation, which was the creation of a Google presentation always related to the subtopic chosen. This presentation had to be included: the name of the subtopic, the name of the creator and the presentation objectives. The students had to include an audio of themselves with the duration of one minute, the students had to insert in the presentation a video from YouTube, added appropriate images and colors. The presentation had to have from 20 to 30 slides. Then, when the presentation was ready, the students had to share the link of the presentation in campus.ues.edu.sv.

During weeks seven and eight, the students learned about the fundamentals of video creation and learned through videos how to use Openshot. Last week, the students worked on the sites where previously tools were created and uploaded all

the evaluations that they have done for this module. However, the students have created another Google Classroom for the final task. Then, they passed to the fourth evaluation, which was the creation of a video. The video was like a thanks video for their "students". The video had to be no longer than one minute. Therefore, the students had to work with Openshot to edit a video with added background music and some images with the transition. Then, when the video was ready, the students had to upload to YouTube and then copy the link and share it on campus.ues.edu.sv.

In the final task, the group presented to an audience the topic and the subtopics in their Web Site and the Google Classroom with all the activities that each member of the group was in charge of. Each group had 20 minutes to present to the class all the information and tools that each one applied. Individually, each member had to present the page of the website that was in charge, his/her had to say the tools that publish on his/her page and why, then, moving to Google Classroom his/her had to explain the activity that created in the classroom (welcome forum, discussion forum, homework, and quiz) and the purpose of that and finally, each member had to use two tools learned in module II, they could use in the Web Site or in Google Classroom on campus. Therefore, the students had to share the link of their website and the link of their Google Classroom Course and a document in pdf format that contained the names of the members of the group, the name of the group, general topic, subtopics, and the name of the activity in classroom that was assigned to each member (welcome forum, a forum for some discussion, quiz, and assignment.)

With all these activities and information, the module III and the specialization course finished.

VII. ACHIEVEMENTS

At the end of this course the team has got the following achievements.

- Participants gained knowledge and application of learning theories for online English language teaching using different technological tools.

- Participants were able to familiarize themselves with the virtual learning environment currently in use.

- Participants learned to identify multimedia resources, which according to the teaching-learning process contribute and are appropriate for virtual education.

- Participants learned how to create virtual classrooms using the learning management systems available on the internet.

- The participants learned how to create virtual classroom using a Learning Management System available on the internet.

- The participants learned how to carry out synchronous work sessions using available tools.

VIII CONCLUSIONS

As a team it is concluded that, in this period of emergency, which as a country and throughout the world we have experienced, the knowledge and use of technological tools has been something truly essential in order to continue with the integral development of the country.

With regard to education, this emergency situation came to bring to light many of the deficiencies of the educational system, highlighting the enormous technological gap in both teachers and students, although the participants know that such deficiencies are not voluntary but rather due to the lack of both economic, academic and technological resources. However, it is also concluded that the same emergency situation came to create awareness of the importance of remaining at the forefront in the use of technological tools, which was evidenced in the vast majority of educational institutions, which had to reinvent themselves and take advantage of the only thing that at that time could carry forward the academic development of an entire country in order to avoid a stagnation, which if it had been so would have caused a huge delay in our educational system.

Another of the conclusions that is made as a team, is that this specialization course has been of incalculable value for the graduate students who took it, because it gives an added value to the knowledge already reached in our career, which will undoubtedly result in an even greater chance of success in our professional life.

IX. RECOMMENDATIONS

As a research team and in order to improve the academic development of students and facilitate the performance of teaching staff, based on both their own and collective experience, we allow ourselves to issue the following recommendations:

- That the education authorities of our country carry out a reengineering of the educational system in which the academic conditions in general for students and teachers are improved.

- That teachers seek, even by their own means, constant training in the area of educational technology with the aim of preparing for any eventuality in the future.

- That both public and private educational institutions provide students with the technological tools as well as the constant training of students so that their education is as comprehensive as possible.

- Teachers should encourage their students to prepare themselves for the use of technological tools as part of their education.

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XI. APPENDIXES

Appendix A.

Infographic

Appendix B.

Flipgrid.

Appendix C.
Powtoon.

Appendix D.
Podcast.

Appendix E.
Photofunia.

Appendix F.
Google Site.

Appendix G.
Genially.

Appendix H.
Module I Program.

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES 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%)

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 <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

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.

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https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/
https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles
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Appendix I.
Module II Program

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.

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	• 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 28th Monday 30th - Wednesday 1st	• 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 4th Monday 6th - Wednesday 8th	• Learning Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	• Learning Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	• Learning Management Systems - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	• Learning Management Systems - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday 9th Monday 11th - Wednesday 13th	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

Friday, December 10th, 2021		- 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 <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

BOOKS

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methodsand 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/

Appendix J.
Module III Program

**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 to be used 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.

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