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

TITLE:

THE MOST COMMON APPLICATIONS IN LANGUAGE LEARNING

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I.   ABSTRACT

The present paper reveals how the use of technological tools is extremely important within the educational sector for the development of skills implemented in the teaching-learning process, since nowadays they are of great interest within the same area, due to the fact that since the beginning of the Covid-19 pandemic, it has been affected. Therefore, the main purpose of this paper is to introduce the different learning and teaching techniques, software, websites, educational platforms and applications that make the development of a class in a virtual environment easier, more efficient and modern. Likewise, to have the opportunity to experiment and create with technological applications, software and digital platforms, such as: Flipgrid, Edpuzzle, Flippity, Liveworksheet, Powtoon, Youtube, Openshot, Free Windows 10 Video Editor. Through these practices, students now know that it is possible to continue the teaching process through different technological tools such as podcasts, educational videos, interactive images that today are part of our vocabulary in the online teaching of foreign languages.

Keywords: technological tools; software; virtual environment; podcasts; websites.

RESUMEN

El presente trabajo da a conocer como el uso de herramientas tecnológicas es de mucha importancia dentro del sector educativo para el desarrollo de habilidades implementadas en el proceso de enseñanza- aprendizaje ya que hoy en día son de mucho interés dentro del mismo rubro debido a que desde el inicio de la pandemia por Covid-19 éste fue afectado. Es por ello que el propósito principal del trabajo es dar a conocer las diferentes técnicas de aprendizaje y enseñanza, softwares, sitios webs, plataformas educativas y aplicaciones que hacen más fácil, eficiente y moderno el desarrollo de una clase en un ambiente virtual. Así mismo, tener la oportunidad de experimentar y crear con aplicaciones tecnológicas, softwares y plataformas digitales, tales como: Flipgrid, Edpuzzle, Flippity, Liveworksheet, Powtoon, Youtube, Openshot, Free Windows 10 Video Editor. Gracias a estas prácticas, ahora los estudiantes saben que es posible continuar el proceso de enseñanza a través de diferentes herramientas tecnológicas tales como podcasts, videos educativos, imágenes interactivas que hoy forman parte de nuestro vocabulario en la enseñanza en línea de idiomas extranjeros.

Palabras claves: herramientas tecnológicas; software; ambiente virtual; podcast; sitios web.

II.INTRODUCTION

Presenting a class or course online does require the use of softwares that helps enhance the way the knowledge is transmitted, as well as the way the teacher performs during the class. Since it is not easy, especially when the teacher has no experience with online environments, to adapt to the way an online class works. Learning Management Tools make an online course or class easier for teachers to pass the knowledge and for students to receive it. There it lays the importance of students of the Department of Foreign Languages at the University of El Salvador to go through a specialization course that will instruct them on the effective administration of a virtual environment.

Before the historical events of the year 2020, virtual classes were not as known and used as they started to be after 2020. Teachers who had never accessed a video conferencing session were now required to teach a full course using a computer with a camera. All these changes in the educational environment generated a lot of struggles but at the same time, a lot of opportunities for both students and teachers. Adapting has not been easy, but it has been enriching in knowledge and many teachers and students are now thankful that virtual classes are now a more available option. We as students of the Department of Foreign Languages are also filled with gratitude for the voyage through different tools and techniques studied and practiced in each class, activity, evaluation, and completion. The specialization course in administration of virtual environments for the teaching and learning of foreign languages is divided into three modules. In the first module,

Online Teaching of Foreign Languages, we went through the fundamentals of online teaching, and we went deeper into LMS (Learning Management Systems). We studied how to create and manage an online course and class using Google Classroom and how to add and create an infographic related to any topic. Once wehad studied, reviewed and practiced those tools, we constructed and imparted a demonstration of a class using the knowledge acquired during the module.

The second module, Educational Applications for Learning a Foreign Language we first went into the basics and origins of educational tools, reviewing where they come from, how they have evolved and how they help teachers and students during the learning process. Then we went to examine specific educational tools such as Flipgrid, Edpuzzle, Liveworksheets, Flippity, Padlet, Nearpod, Classroom Screen, Powtoon, Kahoot and Quizizz.

In the third module, we studied the Design of Didactic Materials for Virtual Environments using Multimedia in virtual learning. We also studied the use and creation of Google Sites and the creations of Podcasts, as well, the use of Videos in a virtual class. The use of presentations and images in a virtual class was also studied. During this module we also completed evaluations such as creating an instructional video, a website, a podcast, and an interactive image.

Every class, practice, activity and evaluation are a great advantage in this new era of education. This specialization course has opened our eyes and minds to the variety of aids we can use as pedagogues and has also given us a set of resources and knowledge that should for sure make us better teachers and students.

III. OBJECTIVES

GENERAL OBJECTIVE

To explain how the technological tools benefit online learning with its effectivenessin educating students and its use as professional development.

SPECIFIC OBJECTIVES

1. To identify the characteristics of Learning Management Systems studied in the virtual environment specialization course during Module I, Module II and Module III.

2. To show the positive impact that E- learning has in the learning- teaching process.

3. To state students' improvement in their English skills with the implementation of technological tools.

III.THEORETICAL FRAMEWORK

1. *COVID-19 pandemic scenario*

As the year 2019 was going to its dawn, the outbreak of a new worldwide pandemic was occurring. The first official cases were identified in Wuhan, China (*Moore, 2021)*. People around the world were about to undergo all types of changes in their lifestyles. Education did go that path too, adaptations had to be made so students would keep up with their learning process and teachers could also keep up with their jobs. "Ensuring learning continuity during the time of school closure became a priority for governments the world over… requiring teachers to move to online delivery lessons." (United Nations Sustainable Development Group,2020)

Thus, most teachers and administrators of academic institutions are trying to adapt to the situation. This reshaping of the way education works; due to the start of the pandemic; is signifying a challenge for educators; nevertheless, a great deal of opportunity for self-improvement and for knowledge acquisition in regard to: new, creative, technological and interesting ways of teaching and learning. The way is now opened for technology to collaborate and bestow all of its premier tools; so, educators can better adapt to the new reality. The blend of educational human talent and technological educational resources has now started.

2. *Learning Management System (LMS)*

The use of electronic devices during a class is now an everyday thing, opposite to teachers scolding in the past, when students would pull up a phone while in class. Academic institutions are going through all sorts of changes and adaptations to the new reality of educational needs. "If you've ever worked in a corporation, studied in college, or taken online courses, chances are you have used a learning management system (LMS). After all, they are becoming increasingly common in our daily lives, with 70% of corporations and 99% of educational institutions already having an LMS in place." (Sanders, 2021). Students and teachers are using Learning Management Systems on our current days, on a daily basis. "A Learning Management System (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process." (Brush, 2019). There are several Learning Management Systems and all of them have their pros and cons, but in order form them to be classified as a Learning Management System, they should provide the faculty for teachers to deliver content, track students' performance and grade students results, as well as the faculty for students to receive and track that content and their own performance. Learning Management Systems (LMS), most of the time are for free (website or software can be accessed and used without providing any payment) however, most of their main features and capabilities are enabled when upgrading to a paid version, providing more resources and tools to teachers and to students. Amongst some of the most known LMS we have: Google Classroom, Moodle, Blackboard, Canvas, Edmodo and others. The investigation group has gained some experience in the

use of some of the LMS mentioned above, nonetheless, there exists a vastness of Learning Management Systems out there in the World Wide Web to be explored.

3. *Graphics and humanity*

Since the beginning of time, human beings have had the necessity to communicate with others. When the caveman painted his life´s most important events, such as deaths, births, battles, etc., he made it with the purpose of conveying the magnificence or importance of those events, just like the 17,300 years old Lascauxpainting, which is one of the oldest cave paintings sites around the world. Ever since then, and probably earlier, drawings (graphics) have been around to give a hand to humans, when it comes to providing visual information. As humanity advanced, so did graphic communication. Dated 3000 BC, Egyptians were using Hieroglyphs to depict their life, religion, art, and form of work.
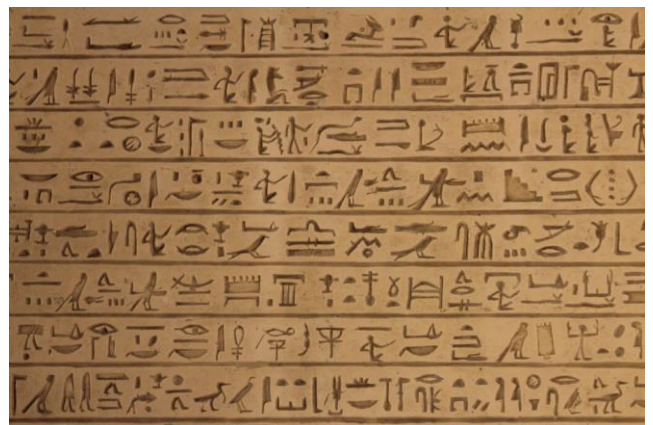
After completing his investigation about the rotation of the sun, in 1626, Cristoph Scheiner published *Rosa Ursina sive Sol*, using a combination of images and text, Cristoph Scheiner described the sun's rotation patterns.

In the year 1786, another breakthrough in graphic communication was reached
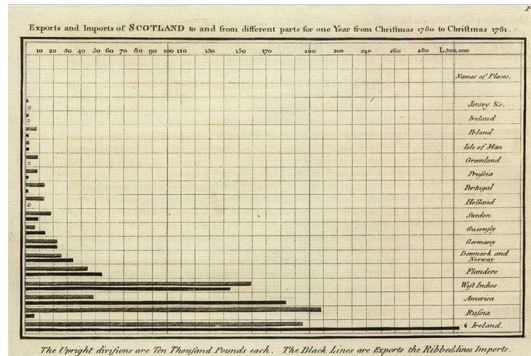
when William Playfair published for the first time a bar chart that depicted the exports from and to Scotland from 17 different countries in 1781. The publication was made in *The Commercial and Political Atlas,* London, 1786. William Playfair, to whom the invention of the line, bar area and pie chart has been attributed to.

believed that visual representation of data (charts or graphics) communicated better than tables with information (krystian, 2016).

Throughout the development of humanity, graphics or visual communication have been around and will continue to be around. It is part of the growth of a society and makes communication simpler and more accurate. The use of graphics, images and visual representations with the purpose of transmitting information continues to be a great resource for summarizing, organizing and transmitting information.

4. Infographic

When splitting the word Infographic into its two roots, one finds out that it is a word composed of "Information" (Info-) and "graphics" (-graphics). Infographics are visual representations of information, data, or knowledge, intended to present information clearly and quickly (Newsome & Haynes, 2004). Infographics combine text and images (although text is normally at a minimum) to catch target audience attention and also make information easy to understand. They (infographics) can improve cognition by utilizing graphics to enhance the human visual system's ability to see patterns and trends (Heer et al. 2010).

Infographics should: show the data, induce the viewer to think about the substance (the main area of study of that infographic) rather than about the methodology, graphic design, the technology of graphic production or something else; an infographic should also avoid distorting what the data has to show and at the same time encourage the eye to compare data, serve a reasonably clear purpose and reveal the data at several levels of details (Tufte,1983). Infographics are meant to make learners more allured to the subject matter of the infographic.

5. Google Classroom

It was on a Tuesday that Google introduced Google Classroom, an educational online platform, a Learning Management System (LMS). On Tuesday May the 6th 2014, Google Classroom was available for a preview, and according to the Google Cloud Official Blog (2014) - more than 100,000 educators from more than 45

countries signed up for a preview. Great news was announced by Google on august 12 2014 when Google Classroom was available for everyone with Internet access.

Google Classroom provides the faculty to create, track, grade and control a complete course or class; as well as to create assignments. With the purpose of making the use of Google Classroom easier for Google users, Google Classroom interacts with other Google Applications for Education such as Google Drive, Google Form, Gmail, Google Sheets, Google Sites, Google Slides and Google Calendar (Kerr, 2014).

Teachers and students can access the platform by downloading the Google Classroom App or by going to the web site https://www.classroom.google.com. Students are able to access a class by receiving a private code and entering it; the class can also be accessed by clicking the link of the class when the teacher sends it to students. Some of features availables in Google Classroom are schedule posts for multiple classes, add students to a new class by sharing a link or code, manage multiple classes at once, track students' progress in a gradebook, automated calendar reminders, no advertising in the classroom, etc.

6. *Online Educational Tools*

Education online is a challenge for educators, especially when they have no experience in it. Some teachers who are new to the online educational environment, feel that they have a lack of options and ways to teach better and more. Online Educational Tools aim to assist teachers and students during their process of online learning. Online Educational Tools refers to any program, app,

website or technology that can be accessed with internet connection and enhances teacher's ability to present information and student's ability to access that information (Moon, 2022). There exist several online educational tools in the world wide web (the internet). Some of them allow teachers to create videos for their students, some others allow students to play educational games with the teacher or with the other students; others educational tools permit students to participate in the class by writing and posting their opinions, questions, or answers so others can see them. According to Ashutosh Chauhan (2018) the most popular online educational tools are: Edmodo, Socrative, Projeqt, Thinglink, Ted-Ed, ck-12, ClassDojo, eduClipper, Storybird, Animoto and Kahoot.

7. Microteaching

Microteaching or Micro-teaching was invented in the 1960s at Stanford University by Dr. Dwight Allen and it has become an established teacher-training procedure in many universities (Waack, n.d.), Microteaching allows practitioners to receive live and specific feedback from the teacher and other students about the teaching of a specific teaching technique. The regular procedure of Micro-Teaching is that students, who are later to become teachers, prepare a lesson about a given subject or a subject that they come up with; a lesson of normally around 20 minutes. This lesson is either given live or it can be recorded to be reviewed later. Teachers and students assess the lesson and provide feedback (Hattie, 2008).

V.   DESCRIPTION OF ACTIVITIES

MODULE I (ONLINE ENGLISH LANGUAGE TEACHING)

The Module I: Online English Language Teaching composed for 8 weeks (April 2nd - May 28, 2022). During the first module, the students developed the maintools of online education and how these are implemented in the teaching of a new language (English) with the online teaching approach. In addition, it also showed how the use of the LMS (Learning Management System) helped for the implementation and development of asynchronous activities within the specialization course in which educational platforms such as Moodle, Meet and Microsoft Teams were implemented. This gave the students a greater experiencein the development of virtual classrooms.

To start with, the development of the activities of module 1 were designed inorder that students could implement gradually during every asynchronous and synchronous session, but what does it mean? Asynchronous learning allows students to learn on their own schedule, within a certain timeframe. The students can access and complete lectures, readings, homework, and other learning materials at any time during a certain week period. A big benefit to asynchronous classes is, of course, the flexibility, asynchronous online classes mean that you do not always need to be online at the same time as your teacher or classmates. Whereas, synchronous learning means that although you will be learning from a distance, you will virtually attend a class session each week, at the same time as your teacher and classmates. The class is a firm, weekly time commitment that cannot be rescheduled. Much like an on-campus class, you will have readings and

assignments to complete outside of class time to help prepare you to participate in the class.

In addition to this, the students develop some of the learning theories. This brings up the question of whether virtual education allows to implement the learning theories in online classes as in traditional education.

a. The theory of behaviorism concentrates attention on those aspects of behavior that are capable of direct observation and measurement, which means that all human beings are capable of responding to a certain stimulus. That is why in the traditional education teachers can demonstrate by using questions as stimulus and answer as response. Through asking questions, the teacher can get possible answers from the students' thus encouraging participation in the classroom. Besides that, it can be implemented in the online environment as we have seen that for learning to take place effectively, the learners should be actively involved in the learning process. Moreover, the student can acquire throughout a stimulus many skills for development inside the classroom and applying it in the virtual world.

b. The theory of cognitivism, the learning theory of cognitive development explains the role that the human brain plays in helping learners understand new and complex concepts. The cognitive processes play an important role in helping us to learn. Additionally, it compares the human mind to a computer where the information comes in process and then leads to certain outcomes. Similarly, we perceive things through the use of our senses and our brain will process it to produce an output or an outcome. The main

purpose for this theory is for learners to be able to remember and apply information. Learning is not simply due to external stimuli; it is a result of mental or cognitive processes. For instance, students are active participants in the learning process and teachers pay particular attention to how students structure, organize, and sequence information to facilitate optimal
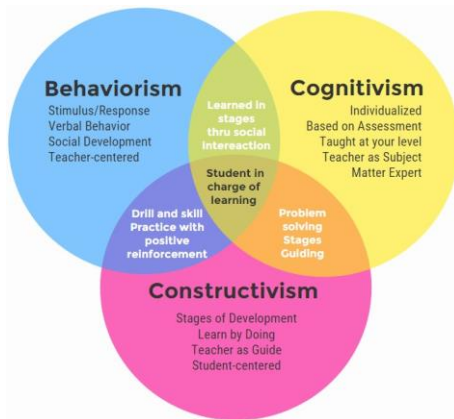
processing.

c. The constructivism theory states in the learning process that people construct new knowledge rather than simply acquire it via memorization or through transmission from knowledgeable people to people who do not know many specific topics. Further, some constructivists believe that this process works best through discussion and social interaction, allowing us to test and challenge our own understandings with those of others. That means students can acquire more knowledge throughout the interaction we have with other people. For that reason, traditional classrooms are better to construct knowledge in a collaborative process of interaction with their culture and society due to students being in a good environment with their classmates. On the other hand, it is more difficult in online education to build that kind of interaction due to the fact that we do not have physical contact neither with teachers nor with classmates.

To continue, students learned about the Learning Management System (LMS) that is an online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes. LMS provides course management,

mobile learning, and support for system-wide communication. Schools use LMS software to plan, implement, facilitate, assess, and monitor student learning. All of these activities are conducted behind a virtual wall that provides a measure of authentication, security, and privacy. The LMS helps schools maintain the integrity of their educational programs by enabling educators to effectively and efficiently develop courses, deliver instruction, facilitate communication, foster collaboration between students, assess student success, and provide

other learning resources for support. Moreover, here you have four of the most common LMS.

1. Moodle: Moodle is a learning platform designed to provide educators, administrators, and students with a single, robust and secure integrated system for creating personalized learning environments.

2. 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.


3. Schoology, this learning management system for schools and businesses enables its users to create, manage, and share assignments and resources. It connects every stakeholder to collaborate on professional development, share instructional strategies, and access high-quality content.

4. Google Classroom is the tool that brings teaching and learning together in one place. A secure, easy-to-use tool that helps educators manage, measure, and enrich learningexperiences.

With this, the students learned how to create an infographic which means "a visual representation of information or data" (Oxford dictionary); using the LMS called Canva by explaining some of the most common LMS applied.
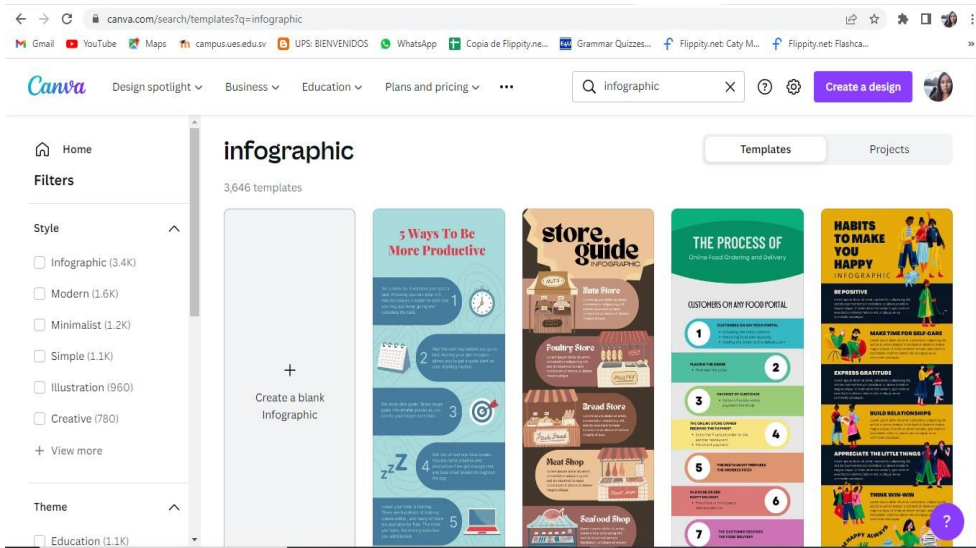
The last activity the students created was a complete course on Google Classroom.

The Module II: Educational Applications for Learning a Foreign Language composed for 8 weeks (June 4th - July 23rd, 2022), where students learned about Educational Technology and at least eight different educational tools for teaching-learning a language and to plan and develop synchronous and asynchronous class activities.

To start with this Module II, it was necessary to comprehend the concept of Educational Technology (digital technology used to facilitate learning. Oxford Dictionary). As activity number one, an infographic that communicates the importance of the use of technological tools in teaching-learning languages was proposed.

An infographic makes it easy to understand and remember a topic. Now students do not forget that technological tools while teaching a language facilitate learner's learning, give to the students an active role in class, and also give practice with speaking, reading and writing.

Once they learned this, students could interact with others learning tools like **Edpuzzle, Flipgrid, Flippity, Liveworksheets.** As a second activity, the assignment of a video using **Flipgrip (Flip),** on this occasion, students created and uploaded a video describing two educational tools and gave examples of how to manipulate it. They should make this video thinking as a help and guide for other teachers that desire to apply these tools during a class.

During weeks 5 and 7, the participants of this Module II continue learning and practicing with other educational tools: **Nearpod, Padlet, Kahoot, Powtoon Classroomscreen, Quizzis.** The third activity was creating another video using Powtoon. The participants chose one educational tool from the ones learned in class and they explained how to manage it, but this time talking to students, helping them to understand the usage of these tools.

By doing these two videos in the asynchronous method, the participants explored the tools and gave them the practice as a tutor. Aspects like the understanding of the topic, speaking clearly, no grammatical mistakes and the right graphics to expose the topic, were considered in order to improve the quality of educators in these new technological educational times.

To conclude this module, using the method of synchronous class, students should show what they have learned about educational tools. In order to achieve the aim of Module II, they prepared a demonstrative class (microteaching).

In groups of five, student presented a topic, respecting the order of a microteaching:

1 Warm up

2 Presentation

3 Practice

4 Production

5 Wrap up

Every member of the group had five minutes to develop their activity, and every participant chose one different educational tool to teach. To achieve this microteaching, a lesson is required. The day of the microteaching, all the groups spent about 25 minutes developing the class and at the end, teacher monitor and students gave feedback.

The time of feedback was so important because it allowed students to be conscious about the tools and possible mistakes that can happen while teaching a class. It was a rich practice because it pushes the students to react and solve potential problems, like connection, issues with the technological material, studentsthat don't want to participate., etc.

Also, this microteaching practice creates a series of questions in the participants. What happens if I cannot use the tool? How am I resolving a possible problem during my class? My microphone is working. How do I motivate my students? My students are receiving my message.

Module II was full of practice and information about technological tools, nowadays students have a repertory of different tools. They know the characteristics of each tool and also realize which one is more adapted to allow a better understanding ofa topic class.

If they want to have a more fun class, they can use Flippity or Liveworksheet, if they want to have a more interactive class Nearpod has interesting activities, ifthey want students to improve speaking skills, Powtoon, Flipgrip provides commands to make a video or record voices.

At the end of this Module II, the activities that were proposed by the tutor gave to the participants the practice of educational tools and how to work in creating a language class.

MODULE III (DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS)

Module III: Design of Didactic Materials for Virtual Environments) composed for 8 weeks (August 13th - October 1 st, 2022). The students learned how to usesome Web tools for the design of educational materials that are going to help and develop their teacher competences when teaching a foreign language.

To start with, they learned about didactic materials, multimedia and the advantages and disadvantages when using multimedia in class. Then, the first activity was the creation of a Podcast. Nowadays, podcasting is more frequently used in education because it is flexible and available.

Before the creation of the podcast, the participants studied the manipulation of **Audacity,** which is a free and open-source digital audio editor and recording application software. After that, students selected a topic that they desire to teach, and they started working in the activity.

To produce the podcast students utilized Audacity and also the online platform of audio distribution: **Soundcloud.** While doing this activity, students should take into account some parameters, like the script of the podcast, with an introduction and a conclusion. Also, the speech, the grammar and some details of technical production as the sounds and volume of voice and music.

The second activity was the creation of an instructional video. Instructional videos help students in understanding the topics better since they explain concepts and show how to do something.

Using videos in the classroom has a lot of benefits, but knowing how to use it and when is also important to identify, so producing an instructional video was a favorable practice, because students could work on composition and background, audio levels, performance and narrative.

For the elaboration of this video, students worked with the open-source video editor **Openshot,** with this tool they can trim the video, add transitions and effects and adjust the tracks in the way that they want to do it.

For finishing the assignment, once the video was edited and ready to show, students utilized **Youtube** to upload the video. This last part was beneficial because students also learned how to upload a video on this website.

Another significant element in the creation of didactic material are Images. To communicate with images in the classroom is efficient because you can transmit emotions, you can express, you can work with imagination, and are ideal for the visual learners.

So learning about all these benefits, students had as practice the creation of an Interactive Image. They selected a topic and researched information, they looked for an optimal picture that transmitted the good message and started to design.

To design the interactive image, the participants worked with the interactive visual communication **Genially**. But to accomplish the activity they should respect the usage rules of images, the tutor provided students with different websites that respect the license requirement like **Photos for Class, Pexels, Unsplash, Gradiographs.**

To close with Module III, the creation and implementation of a website through google sites was the last activity. At the beginning of this module III the tutor transmitted to students that the website was the final activity, so, every practicethat students had made like podcast, instructional video, interactive images and also google slides should be included and related to the website.

Additionally, to make the website more complete and provide resources connected to course content, the participants should integrate activities using the tools that they have been learning and practicing during the specialization course, such as **Flippity, Nearpod, Kahoot, Liveworsheet, Padlet, Powtoon, etc.**

This integrative assignment put into practice all the knowledge that students have acquired during the whole course. This was an opportunity to test themselves and

pay attention to the recommendation as the color palette, the placement of elements, and the appropriate information.

At the end of this Module III students were given plenty of tools to design didactic material for teaching and learning languages and they presented the final product to the classmates that also helped by giving observations and recommendations toimprove as future teachers.

VI.   ACHIEVEMENTS

The achievements obtained in the specialization course were the following:

In module I the students had very significant and important achievements, in addition to the practice of learning theories; it was also possible to deepen about the LMS, an integrated Learning Management System that provides course management, mobile learning, and support for system-wide communication that today are a fundamental part of the teaching-learning process, taking into account that as teachers have the challenge of implementing technology to be more creative and get more involved in this world of the new digital era to facilitate the teaching process and that therefore should emphasize the implementation of the same. Likewise, it is important to highlight the achievement learned regarding the creation of a course in the global platform Google Classroom. This allowed the future teachers an enriching experience since they learned to develop, manage and execute a complete online course to strengthen the didactic and technological capabilities of the students.

The achievements obtained in the development process of the second module allowed the strengthening of communicative activities within which a greater accomplishment was generated in the development of the practice of dynamic technological tools of evaluation for students. This generated a great impact on thecreative skills to make good use of each of the technological tools and bring some interactivity and dynamism to the students while evaluating their progress. The technological tools that were included to teach online were: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

The major success of the students of the third module were that they learned about creating and editing digital materials for the teaching-learning of foreign languages such as podcasts, videos, and a website among others. They learned about the importance these have for having the intellectual and educational development of students, putting into practice linguistic skills such as speaking and listening. Thus, strengthening the integration of more innovative technological processes within the teaching of a new language. Also within the achievements is the complete creation of a website focused on each of the subjects that each student plans to implement in the future as a teacher using each of the tools learned throughout the course.

This is how the students acquired new knowledge for the development of online classes using the variety of tools they have and thanks to technological advances people around the world have easy access to them.

VII.CONCLUSIONS

The students conclude that:

- The use of Online Educational Tools undoubtedly offers benefits when learning and teaching a foreign language; since, the experience acquired in the specialization course demonstrates that nowadays the use of these tools enhances the level of students to acquire new knowledge to implement in their future as teachers. As a result, thanks to it; language learners benefit from a variety of activities based on a variety of materials that allow students to acquire knowledge of the language they are learning, as well as enabling the delivery of their work and the interchange of information to their classmates and to a wider audience.

- Technological tools make a symbiosis with education; they can not be separated because they represent the new era of learning for students, teachers and institutions. The educational institutions are obligated to look for this development and create accesibles environments for the students.

- Learning Management Systems have a positive impact in the development of learning, since they have a big repertory of tools with different characteristics that allow completing the education process and adapting to the capabilities and needs of each student, which is why a wider field of accessibility must be generated.

- As a final result, the way in which technological tools influence our environment makes us face situations in which the improvement in their use has been facilitated. Every day there are new technological tools that can be used in the teaching-learning process, and it is up to educators to choose the ones that best suit and respect the teaching and learning process and therefore serve as useful to everyone who uses them. Furthermore, the development in a cognitive way that the students obtained due to the implementation of creative and collaborative work throughout the course.

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VIII.RECOMMENDATIONS

- It is recommended for the authorities of the University of El Salvador to invest in training for learning and use of new technological tools for all the teachers that are working in the alma mater. Because this will generate a greater achievement in the management of more creative online platforms and easy access to them to generate a suitable stimulus environment in the development of online courses.

- It is suggested that the authorities of the University of El Salvador continue to encourage e-learning but always keep the values that form us as humans. In this way, to be technologically prepared in the use of interactive educational tools to be incorporated in face-to-face classes.

- It is recommended for authorities of the Foreign Language Department in the University of El Salvador that English teachers seek out the pedagogical and technological resources they consider most appropriate and useful for a foreign language, so that they can update and improve their teaching techniques for their own benefit and that of their students.

- It is recommended for teachers to take into account the learning theories while teaching in virtual education in order to ensure that every student isnot excluded from the learning process.

- It is suggested that teachers encourage the use of different technological tools and platforms for learning a new language from the beginning in order to provide a variety of tools to the learners so that they can choose according to their own circumstances and the needs of their students. In thisway, they can achieve a deeper development of their language skills.

- It is suggested to the students to keep practicing the acquired knowledge within their jobs and to share among their colleagues the knowledge of othertechnological tools that improve the language learning environment, because the involvement and practice of these tools will significantly influence the development of the four language skills as there are a variety of applications and LMS that can be of help to everyone when learning a new language.

IX. BIBLIOGRAPHY / WEBLIOGRAFHY

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- *Yeskel Zack (August 12, 2014) More teaching, Less tech-ing: Google Classroom Launches Today.* Retrieved from: *https://cloud.googleblog.com/2014/08/more-teaching-less-tech-ing-google.html*

X. APPENDIXES

Academic Forum, Module I

Infographic, Module I

Powtoon Video, Module II

Creation of a Google Site, Module

Module 1: Online English Language Teaching PROGRAM

a. GENERAL INFORMATION

     i.   Module 1:

    ii.   Code: **EDII114**

    iii.   Pre-requisite: **None**

iv.   Academic Credits: **3**

v.   Target Population: **Students who have concluded their academic courses**

    vi.   Month and Year: **April-May 2022**

    vii.   Major Academic Unit: **Foreign Languages Department**

    viii.   School: **School of Arts and Sciences**

    ix.   Module Term: **8 Weeks/ 2 Months**

x.   Hours per Module: **60 Hours**

xi.   Professors :

Licda. Sey Danisia Najarro de Alvarado G01

MsDi. Juan Antonio Flamenco Flamenco G02

b. 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.

c. 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.

d. 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.

e. **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 (30%)

TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, April 2nd to Friday, April 8th 2022	• 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, April 9th, 2022	• 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
Sunday, April 10th to Monday, April 18th, 2022	**EASTER WEEK**	
3 Tuesday, April 19th to Saturday, April 23rd, 2022	• Language Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Sunday, April 24th to Saturday, April 30th, 2022	• Language Management Systems (most common ones)	• Infographics • Forum to answer questions or clarify doubts
5 Sunday, May 1st to Saturday, May 7th, 2022	• Language Management System - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Sunday, May 8th to Saturday, May 14th, 2022	• Language Management System - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Sunday, May 15th to Saturday, May 21st, 2022	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Sunday, May 22nd to Saturday, May 28th, 2022	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

f. 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 (Individual)	20%
2. Infographics (Individual)	20%
3. Create a Virtual Classroom. (The teacher will consider if working in pairs or groups). This will be based on the number of students registered.	30%
4. Demonstrative class on MEET (The teacher will consider if working in pairs or groups). This will be based on the number of students registered.	30%
TOTAL	100%

g. 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.

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 ***

h. REFERENCES

Books

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-        Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.

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Material Class 7

Zoom

https://www.greengeeks.com/blog/pros-cons-using-zoom/

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TEAMS

https://storyals.com/blog/pros-and-cons-of-microsoft-teams

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MEET

https://paradacreativa.es/en/ventajas-y-desventajas-de-google-meet/

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Finding your path to the right conferencing solution

Module 2: Educational Applications for Learning a Foreing Language

1. **GENERAL INFORMATION**

1.1.	Module 2: **Language**	**Educational Applications for Learning a Foreign**
1.2.	Code:	**APE214**
1.3.	Pre-requisite:	**None**
1.4.	Academic Credits:	**3**
1.5.	Target Population: **courses**	**Students who have concluded their academic**
1.6.	Month and Year:	**June – July 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:	**50 Hours**
1.11.	Professors:	Licda. Sey Danisia Najarro de Alvarado (group 01)
		Licda. Blanca Alicia Menjívar González, MsE. (group 2)

2. Module Description

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

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

✔ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

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

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

5. CONTENTS

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

Time Table

Week/Dates	Synchronous session	Asynchronous session
1 Saturday, June 4th to Friday, June 10th, 2022	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, June 11th to Friday, June 16th, 2022	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, June 18th to Friday, June 24th, 2022	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, June 25th to Friday, July 1st, 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Videos - Tutorials - Question and answer forum
5 Saturday, July 2nd to Friday, July 8th, 2022	General information and tutorial of Nearpod. Live practice. General information and tutorial of Powtoon. Live practice.	- Tutorials - Video in Flipgrid on a selected application and examples on how to use it in class. - Question and answer forum
6 Saturday, July 9th to Friday, July 15th, 2022	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon directed to teachers about one Educational Tool. - Question and answer forum
7 Saturday, July 16th to Friday, July 22nd, 2022	General information and tutorial of wordwall. Live practice. General information and tutorial of Padlet. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, July 23rd to Friday, July 28th, 2022	Demo class using technological tools	- Demo class using technological tools - Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

EVALUATIONS	PERCENTAGES
1. Infographics based on the fundamentals of technological tools when teaching a language.	20%
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod	25%
3. Video in Powtoon directed to teachers about one Educational Tool.	25%
4. Demo class using Technological tools.	30%
TOTAL	100%

7. CLASS POLICIES

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

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

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

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

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

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

VII. **Students must have an institutional 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, notificándose oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

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

**Artículo 151

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

Los motivos antes mencionados deberán sustentarse <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. **REFERENCE**

    S 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

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    https://flippity.net/

    https://www.liveworksheets.com/

    https://nearpod.com/

    https://es.padlet.com/

    https://kahoot.com/

    https://classroomscreen.com/

Module 3: Design of Didactic Materials for Virtual Environments

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:	**August - October 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 02)

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	❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Using and Creating a Google Site	❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities	Creation of a Google Site
Weeks 3 y 4	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud ❖ Fundamentals of video creation	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	Elaboration of a Podcast
Weeks 5 y 6	❖ OpenShot working environment. ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for the elaboration of evaluated activities	Elaboration of a video Creating a Google presentation
Weeks 7 y 8	❖ The Fundamentals of image selection ❖ Using Genially	❖ Readings, tutorials ❖ Guidelines for elaboration of evaluated activities	Elaboration of an interactive image Integrative Assignment (live defense)

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Saturday, August 13th to Friday, August 19th, 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 Saturday, August 20th to Friday, August 26th, 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Google Site Design - Guidelines for the elaboration of activities
3 Saturday, August 27th t to Friday, September 2nd , 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities - Elaboration of a Podcast
4 Saturday, September 3rd to Friday, September 9th, 2022	❖ Fundamentals of video production ❖ Examples of Video	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
5 Saturday, September 10th to Friday, September 16th, 2022	❖ Use of Smart Phones for video recording.	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities - Creation of a video

6 Saturday, September 17th to Friday, September 23rd, 2022	❖ Fundamentals of Presentation Creation ❖ Using Google Presentations	- Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Saturday, September 24th to Friday, September 30^h, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities - Elaboration of an interactive image
8 Saturday, October 1st 2022	❖ Integrative Activity: Live defense of Google Sites	- Videos - Tutorials - Websites - 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	15%
2. Creation of an interactive image in Genially	15%
3. OpenShot video production	15%
4. Integrative assignment (Google Site linked to Google Classroom – Live defense)	20%
5. Final written report (based on the Specialization – 3 modules) Draft 15% Final 20%	35%
TOTAL	100%

7. CLASS POLICIES

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

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

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

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

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

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

VII.   **Students must have an institutional 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 Administración Académica de la Facultad.

Artículo 147

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

Artículo 148

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

Artículo 150

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

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

<u>Artículo 151</u>

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

<u>Artículo 152</u>

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido 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 efectuarán un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

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