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

TÍTULO

DIGITAL COMPETENCIES AND THE INTEGRATION OF VIRTUAL TOOLS FOR TEACHING FOREIGN LANGUAGES

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INFORME DEL CURSO DE ESPECIALIZACIÓN: "ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS" PREVIO OPTAR EL TÍTULO DE:

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Abstract

The design of didactic materials has always been a really important ability for the teachers to have when teaching. With the course we received on the design of didactic materials in virtual environments, we have the opportunity to train and improve our ability to use different programs and tools to design materials and activities that can be used in virtual classes to transform a basic or “boring” topic for students into a positive, easy to learn and entertaining one. In this final report, the team will describe the tools that were used and the activities that were created in each module. Also, we will describe how by practicing the use of the tools, we were able to effectively created interesting, useful and correct activities to develop English topics in virtual classes , which will lay a good environment and a successful learning experience not only for student, but also for the teacher.

Keywords: learning management systems, theories of learning, virtual environment, design of didactic materials, educational tools, multimedia resources

Introduction

Online teaching has now become one the most used methods for learning. The progression of technology in the educational field, leads us to point out the learning management systems used when developing classes in online education. With advancing technology, and the constantly evolving needs of modern learners, the traditional classroom-based approach is fast losing its significance and becoming less efficient.

Using Learning Management Systems in education offers a smart alternative to educational institutions in such a scenario and allows instructors to deliver customized content, leverage various pedagogical models, and engage their students much better than previously possible.

Thus, to effectively present and deliver the content mentioned above, teachers should be aware not only of the learning management systems that are used to present the content, but also of the many theories of learning that exist, so they can organize the classes in such a way that every student feels comfortable and learning takes place equally for all the class. Some of these theories are: behaviorism, cognitivism, constructivism, connectivism and multiple intelligences. Due to its importance, these are also explained in this project, as well as the different educational and technological tools that are implemented at the moment of teaching online.

The purpose of the educational and technological tools is giving autonomy to the student, improving the administration of academic processes, encouraging collaboration, and facilitating communication between teachers and learners. There are many advantages that online learning can offer to students and staff when implementing all the resources available on the internet.

The University of El Salvador is implementing a new alternative for students to choose at the moment of finalizing their mayor. The new generations will be able to take advantage of this amazing project which allows students to be well prepared at the moment of starting a job in teaching. This knowledge about technological tools has become a must in this modern time where the way of receiving education has drastically changed. As the first group of students coursing this new modality for their graduation project, we want to present what are some of the important parts and content learned in the course as a way to motive futures students to also take this graduation option and to see it as an opportunity to be better prepared for the real world scenarios once graduated from the teaching mayor in English.

1. Objectives

1.1 General Objective

To identify the tools and activities learned in the course of “The Design of Didactic Materials in Virtual Environment”

1.1.1 Specific Objective

To describe the tools and major activities that were done in each of the three modules respectively during the course “The Design of Didactic Materials in Virtual Environment”.

1.1.2 Specific Objective

To explain what was learned in the course by listing the achievements the team members accomplished.

1.1.3 Specific Objective

To determine the course contribution to the knowledge of the team by listing and describing conclusions on the topics learned during the course.

Theoretical Framework

Kentnor (2015) defined online education as a form of distance education that uses computers and the Internet as the delivery mechanism, with at least 80% of the course content delivered online (Allen & Seaman, 2008; Shelton & Saltsman, 2005). The use of computers to educate arose in the corporate arena during the 1980s as companies used computer-based programs to train new employees (Rudestam & Schoenholtz-Read, 2002). Online educational programs emerged in 1989, when the University of Phoenix began using CompuServe, one of the first consumer online services (The University of Phoenix, n. d.). Shortly thereafter, in 1991, the World Wide Web (Web) was unveiled, and the University of Phoenix became one of the first to offer online education programs through the Internet. Although a for-profit institution, the University of Phoenix's move toward the online educational marketplace prompted many reputable institutions and not-for-profit colleges and universities to follow suit (Carlson & Carnevale, 2001). The Alfred P. Sloan Foundation (Foundation), a respectable philanthropic, not-for-profit grantmaking institution, developed the Asynchronous Learning Networks (ALN) in 1992 to explore educational alternatives for those unable to attend traditional classes in the classroom (Alfred P. Sloan Foundation, n. d.). As online education continued to grow, the Foundation also began funding institutions that offered online programs in an effort to improve the quality of online education. The vision and effectiveness for this new medium of distance education was apparent, so it was only a matter of time before academia entered the market.

Online education is no longer a trend. Rather, it is mainstream. In the fall of 2012, 69% of chief academic leaders indicated online learning was critical to their long term strategy and of the 20.6 million students enrolled in higher education, 6.7 million were enrolled in an online course (Allen & Seaman, 2013; United States Department of Education, 2013). As developments in educational technology continue to advance, the ways in which we deliver and receive knowledge in both the traditional and online classrooms will further evolve. It is necessary to investigate and understand the progression and advancements in educational technology and the variety of methods used to deliver knowledge to improve the quality of education we provide today and motivate, inspire, and educate the students of the 21st century (Kentnor, 2015).

With the progression of technology in educational technology, we need to point out the learning management systems used when developing classes in online education. A Learning Management System (LMS) automates many of the processes associated with learning. It is a management software package enabling the delivery of learning content, resources and activities and also handles the associated administration tasks (Hobbs, 2005) as cited in (Mahoney, Cameron (2008) An Introduction to Learning MAnagement Systems.

According to Friedman (2019) When teachers use technology in their classrooms, they are more likely to "mirror or replicate traditional learning modalities such as using a mobile device to take class notes or take a poll," writes Project Tomorrow CEO Julie Evans in the report. She argues that technology features that support the "personalization and contextualization of the learning process can yield better returns and demonstrated value."

As in the article from School of Education Online Programs (2020, June 25), *How Important Is Technology in Education? Benefits, Challenges, and Impact on Student*s. The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool.

The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Virtual classrooms, video, augmented reality (AR), robots, and other technology tools can not only make class more lively, they can also create more inclusive learning environments that foster collaboration and inquisitiveness and enable teachers to collect data on student performance.

Still, it’s important to note that technology is a tool used in education and not an end in itself. The promise of educational technology lies in what educators do with it and how it is used to best support their students’ needs.

Educational Technology Challenge

Despite the challenges and concerns about educational class, it’s important to note the benefits of technology in education, including increased collaboration and communication, improved quality

of education, and engaging lessons that help spark imagination and a search for knowledge in students.

The Benefits of Technology in Education

Teachers want to improve student performance, and technology can help them accomplish this aim. To mitigate the challenges, administrators should help teachers gain the competencies needed to enhance learning for students through technology. Additionally, technology in the classroom should make teachers' jobs easier without adding extra time to their day.

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in STEM. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations.

Still, children learn more effectively with direction. The World Economic Forum reports that while technology can help young students learn and acquire knowledge through play, for example, evidence suggests that learning is more effective through guidance from an adult, such as a teacher.

Below are examples of how important technology is in education and the benefits it offers to students and teachers.

Increased Collaboration and Communication

Educational technology can foster collaboration. Not only can teachers engage with students during lessons, but students can also communicate with each other. Through online lessons and learning games, students get to work together to solve problems. In collaborative activities, students can share their thoughts and ideas and support each other. At the same time, technology enables one-on-one interaction with teachers. Students can ask classroom-related questions and seek additional help on difficult-to-understand subject matter. At home, students can upload their homework, and teachers can access and view completed assignments using their laptops.

Personalized Learning Opportunities

Technology allows 24/7 access to educational resources. Classes can take place entirely online via the use of a laptop or mobile device. Hybrid versions of learning combine the use of technology

from anywhere with regular in-person classroom sessions. In both scenarios, the use of technology to tailor learning plans for each student is possible. Teachers can create lessons based on student interests and strengths. An added benefit is that students can learn at their own pace. When they need to review class material to get a better understanding of essential concepts, students can review videos in the lesson plan. The data generated through these online activities enable teachers to see which students struggled with certain subjects and offer additional assistance and support.

Curiosity Driven by Engaging Content

Through engaging and educational content, teachers can spark inquisitiveness in children and boost their curiosity, which research says has ties to academic success. Curiosity helps students get a better understanding of math and reading concepts. Creating engaging content can involve the use of AR, videos, or podcasts. For example, when submitting assignments, students can include videos or interact with students from across the globe.

Improved Teacher Productivity and Efficiency

Teachers can leverage technology to achieve new levels of productivity, implement useful digital tools to expand learning opportunities for students, and increase student support and engagement. It also enables teachers to improve their instruction methods and personalize learning. Schools can benefit from technology by reducing the costs of physical instructional materials, enhancing educational program efficiency, and making the best use of teacher time.

Become a Leader in Enriching Classrooms through Technology

Educators unfamiliar with some of the technology used in education may not have been exposed to the tools as they prepared for their careers or as part of their professional development. Teachers looking to make the transition and acquire the skills to incorporate technology in education can take advantage of learning opportunities to advance their competencies. For individuals looking to help transform the education system through technology.

Hence, the course in Design on Didactic Materials for Virtual Environments the University of El Salvador offers to undergraduate students, is a great opportunity for new teachers to be exposed to multimedia resources, technological and educational tools to better develop their skills when teaching in virtual environments.

Gañán et al. (2014) explain that multimedia and networking technologies are found an important support for education. These technologies have helped to transform traditional media (books, tables, figures, blackboard writing, etc.) into online and interactive learning resources, which can be accessed from anywhere and anytime through the Internet. Furthermore, the development of better information and communication technologies, constantly more powerful and accessible, enables the delivery of e-learning content materials and applications, and enhances the collaboration and interactivity between students and teachers.

As suggested in the articles, The Growing Importance of Technology in Education: *The importance of technology in education is undoubtedly the ability to reach more students more efficiently. After all, technology is all around us and only continues to expand in its many uses*. To really utilize these tools teachers should ask themselves why students want technology in the classroom, not just why they need it. It can definitely help education professionals in the monitoring of individual development and innovative lesson planning. But the students who learn through technology can create a set of skills that will help them throughout their own future careers. Because of technology, education is becoming more flexible and accessible. We have seen a growing popularity of online degrees and mobile learning, physical boundaries have been removed, and many executives have embraced technology to supplement the further education of their employees. As teachers, a wide range of tools are used to enhance the classroom experience and motivate the engagement of students, such as:

Kahoot: Students or teachers can create an interactive questionnaire in minutes, using a series of multiple choice questions. Kahoot! is best played in a group setting, as players answer the questions on their individual devices with the results displayed on a shared screen to unify the game or lesson.

Trello: this project management tool is a great way for educators to teach students early on how to stay organized and to streamline their assignments. Students can use Trello themselves to create workflow charts, teachers can use it to track student progress, or it can be used by both students and teachers to collaborate on the same project.

Nearpod: teachers can easily upload existing lessons, quizzes, polls, etc. and access student responses in real time. The lessons are easy to download and customize, choosing from thousands that suit your students' needs.

Prezi: prezi's one-of-a-kind open canvas lets you organize and customize your presentation, or you can choose from millions of business, marketing, sales, and education templates, among others.

Students interact with technology off-campus, so integrating the tools into the classroom can help make the learning process much easier. Technology simplifies the way teachers do their jobs, providing effective ways to forge a relationship between teacher and student. With the increasing use of tablets in the classroom, students can ask questions and get immediate answers from their teachers. They will also familiarize themselves with technological tools, an impressive skill to their future employers.

Codreanu (2020) states that starting with the 21st century, the teacher's roles within the English classes have reshaped tremendously. Not so much the controller or the tutor, including the outdated role model, the teacher has become step by step a little bit of a learning facilitator/ prompter, information provider/ resource developer, a class participant and a discrete assessor. In the international context of transition from a live teaching event to a meaningful virtual experience, the teacher's role boils down to carefully planning, organizing and managing the virtual environment. More of an online manager in his own right, the English teacher had to decide in the passing year which is the right online platform for teaching a foreign language, which are the predictability in terms of advantages and disadvantages, and what assessment strategy is much more suitable for coping with the whole situation.

The specialized skills a teacher needs for online teaching revolve around a short list of six skills according to the trainer teacher Cecilia Nobre (2018a), an ELT teacher based in Rio de Janeiro: communication skills, time management skills, organizational skills, computer skills, assessing students and social media skills (joining online groups of teachers, networking).

The success of an online class depends mostly on the language input (meaning, form and pronunciation), and from this point of view the digital environment is not scarcer than the physical one, quite the contrary. One can set the context through a multitude of fairly straightforward possibilities: using drawings, pictures or charts; creating a cartoon or a video presentation; telling

an anecdote or a story; using an avatar, a film clip or a short text. However, displaying a longer text for reading wouldn't be entirely convenient as the students have to read at the same pace when the teacher scrolls down.

Considering all the above, the specialization course "Management Of Virtual Environments For The Teaching And Learning Of Foreign Languages" (available in august 2021) is an excellent way to increase teachers interest and ability to teach online. This course is intended to provide participants with the abilities of creating virtual classrooms in Learning Management Systems available on the internet, to use technological tools for teaching-learning as foreign language in a virtual modality and to use web tools for the design of educational materials. All the knowledge acquired in this course, the resources and tools will allow new teachers to effectively face this new modality of teaching and learning in virtual environments.

Description of Activities

3.1 Module I - Online English Language Teaching.

This module was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using an 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 asynchronous activities.

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

The team learned about synchronous and asynchronous activities, theories of learning, learning managements systems, how to create a virtual classroom and the use of platforms for videoconferences (zoom, meet, teams)

3.1.1 Synchronous and Asynchronous activities.

Synchronous activities are developed in classes run in real time, with students and instructors attending together from different locations.

Synchronous learning allows students to engage with class materials at the same time as their peers as long as they can connect to the internet. This delivery type provides learners with a structured and immersive learning environment without the worry and stress of travel.

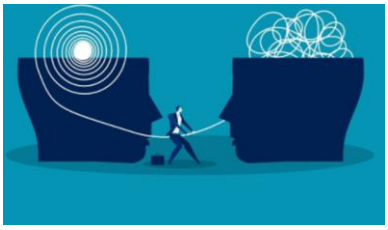
On the other hand, asynchronous classes offer learners the flexibility to study in a self-paced manner. While most asynchronous classes still have submission deadlines, students can connect with materials, peers, and instructors on their own schedules, often over an extended period of time.

Asynchronous online classrooms use forums and message boards to keep a running dialogue between participants. They also incorporate self-guided lessons, workshops, and shared files

3.1.2 Theories of Learning

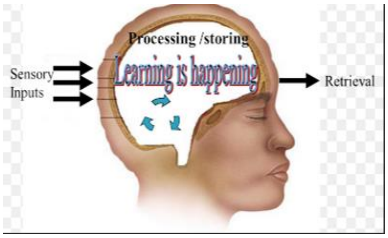
There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programmes. It is interesting to think about your own particular way of learning and to recognise that everyone does not learn the way you do (Dunn, 2002).

Behaviorism



Behaviorism is an approach to psychology based on the belief that all human actions and responses can be explained in terms of reflexes conditioned by reward and punishment.

Cognitivism

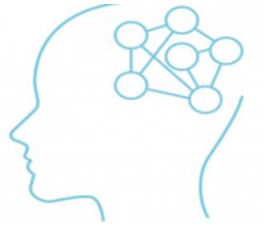


Unlike behavioral psychologists, cognitivism does not consider humans to be programmed to merely respond to environmental stimuli; rather, they believe individuals are capable of rational thought and learn through active participation. It emphasizes acquiring knowledge using internal processes.

Constructivism

The constructivist approach to teaching and learning is based on a combination of a subset of research within cognitive psychology and a subset of research within social psychology. The basic premise is that an individual learner must actively "build" knowledge and skills (e.g., Bruner, 1990) and that information exists within these built constructs rather than in the external environment.

Connectivism



This learning theory is the newest learning theory. Stephen Downes describes connectivism as "… 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''. This theory suggests that humans acquire and process information by forming connections.

Multiple Intelligence

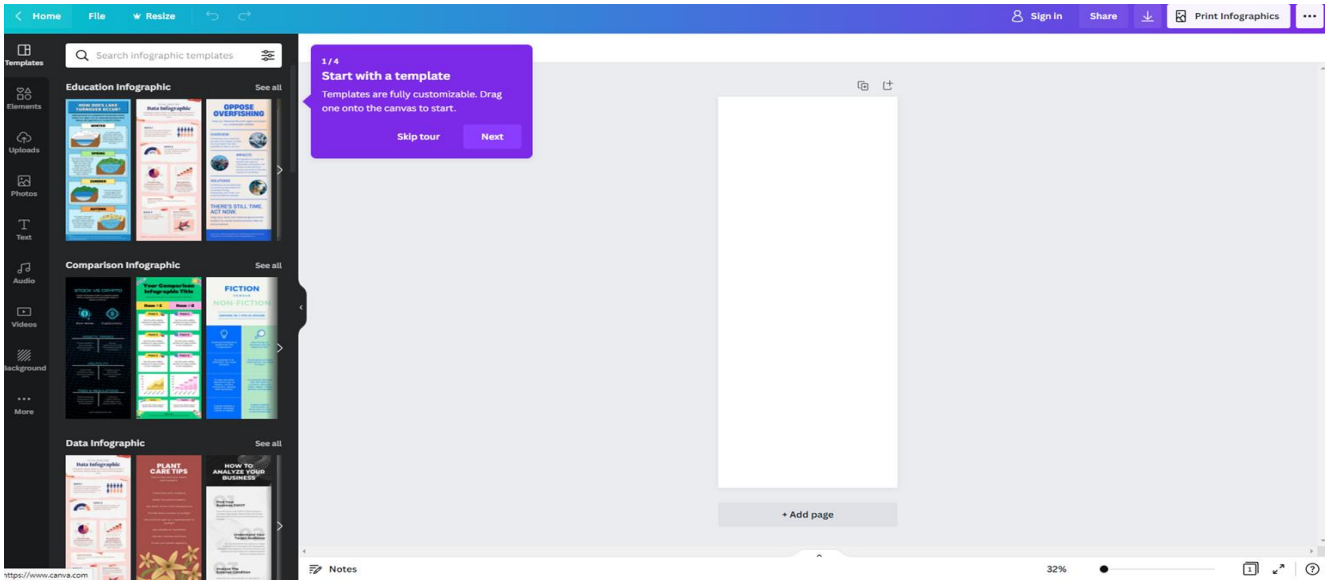
This suggests that the human organism has seven distinct units of intellectual functioning. He labels these units intelligences, each with its own observable and measurable abilities. The Gardner hypothesis of intelligence is examined within the context of g, and Gardner's Ml Theory is compared to the work of cognitive style theorists

3.1.3 Learning Managements Systems

Learning management systems can be defined as web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. The team used an infographic to list and explain about the learning management system such as: Edmodo, Schoology, Blackboard, google sites, moodle.

An infographic consists of a combination of elements of data visualization with design and have become an increasingly popular means for disseminating data. While several studies have suggested that aesthetics in visualization and infographics relate to desirable outcomes like engagement and memorability.

The team used Canvas on the following to create infographics:
https://www.canva.com/design/play?category=tACFahzNhT4



Blackboard is a comprehensive online education platform that includes a mobile application and real-time collaboration features. Assessment tools include an online test generator, interactive rubrics, and built-in reports.

Edmodo is a free online platform that emphasizes collaboration and social media to customize learning. Designed specifically for classroom use, this platform includes tools for homework, assessment, discussion, and mobile learning. Additionally, Edmodo communities connect teachers to a global network of educators.

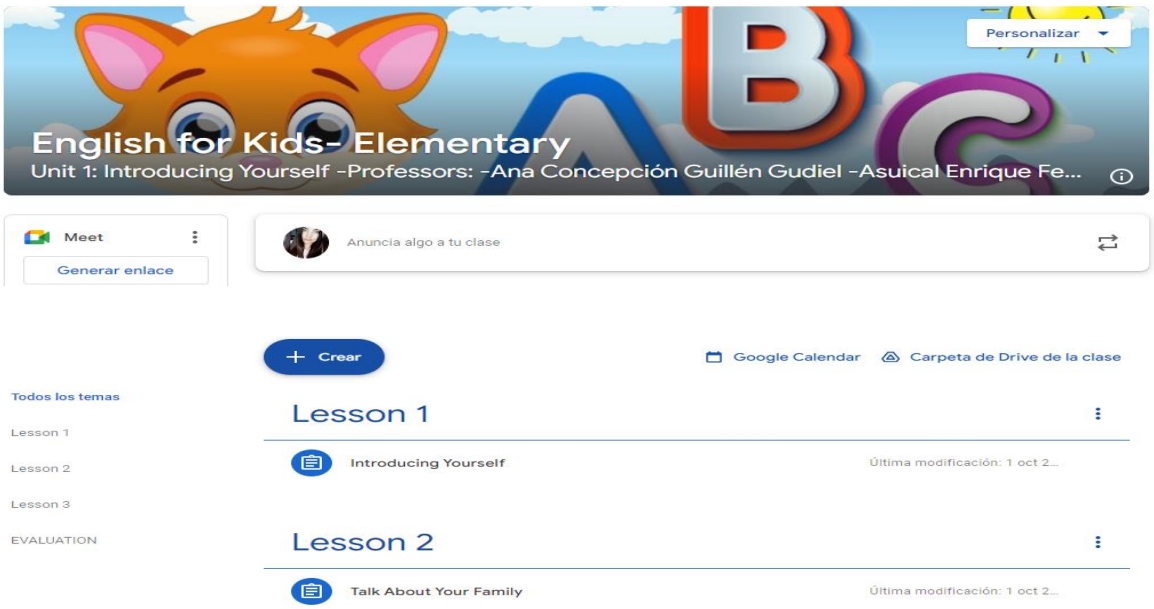
Google Sites: Free, customizable Website templates with settings for accessing and sharing information. Provides seamless integration with Google Docs* and Google Calendar*.

Schoology is a free platform with tools to embed media and manage online discussions. A collaboration feature allows educators to share materials and integrate public content. Assessment tools generate tests, provide direct student feedback, and track progress. Additional tools can analyze student activity and engagement with the material.

3.1.4 Virtual Classroom

The team also learned how to create a virtual course on Google Classroom.

As a teacher, you can create a class using Google Classroom for any or all of the classes you teach. For each class you create, you can add students, create assignments, post announcements, return reviewed assignments, and send messages to students. Classes are also interactive for students. They can comment on announcements that you make, share a post with classmates, or return an assignment. Create a class With Classroom, you do not need to know how to write code or create a website, or go through many confusing steps to create classes. Creating a class is as simple as clicking a button, and adding some text. Here are the steps for creating a class: 1. Sign in to Classroom at classroom.google.com. 2. Click the + icon in the upper-right corner of the page and click Create class.



3.2 Module II - Educational applications to learn a foreign language.

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

Some associate the term ‘educational technology’ solely with technical equipment and media of education, such as overhead projectors, television, and computers.

History has revealed that technology strengthens the hands of a teacher and makes teaching more effective. Education has been benefited by technology in various ways and at various levels. Educational technology is not restricted to high technology. Nonetheless, electronic educational technology has become an important part of society today.

3.2.1 The Benefits of Technology in Education

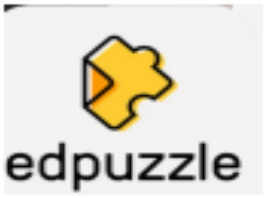
Teachers want to improve student performance, and technology can help them accomplish this aim. To mitigate the challenges, administrators should help teachers gain the competencies needed to enhance learning for students through technology. Additionally, technology in the classroom should make teachers’ jobs easier without adding extra time to their day.

Technology provides students with easy-to-access information, accelerated learning, and fun opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, particularly in STEM. Through the use of technology inside and outside the classroom, students can gain 21st-century technical skills necessary for future occupations.

Still, children learn more effectively with direction. The World Economic Forum reports that while technology can help young students learn and acquire knowledge through play, for example, evidence suggests that learning is more effective through guidance from an adult, such as a teacher.

3.2.2 Educational tools

These educational tools have been created with the purpose of giving autonomy to the student, improving the administration of academic processes, encouraging collaboration, and facilitating communication between teachers and learners.



EdPuzzle

It is the perfect tool for allowing students to watch and engage with videos while the teacher gathers data throughout the lesson.EdPuzzle allows you to take a video from Youtube, Kahn Academy, Learn Zillion, Crash Course or you can upload your own video and manipulate the portion that you need. Once you have uploaded the video you can crop the video to remove or shorten the video to be an appropriate length for the lesson you are teaching. The teacher then has the capability to record their voice on top of the video, allowing the teacher to maintain a voice in the lesson.

Flipgrid

Young students might not have had much experience communicating ideas to a larger audience. Flipgrid gives them both the opportunity to develop their voice and to learn how to present themselves online. Repeated experience using Flipgrid increases their feelings of social connectedness and improves academic performance.Also, Flipgrid provides a safe environment to begin learning on how to interact

online. When encountering Flipgrid for the first time, young students need to know that this is a safe space where creativity is encouraged so that they can develop confidence with continued use of Flipgrid.

Flippity

Easily turns any Google spreadsheet into flashcards, a badge creator, a spelling quiz, a memory game, a word search, and more. Teachers Nowadays can use Flippity for a variety of purposes: to present to the class, to assess individual students, or to have students make their own creations. In each case, check out the demo, and then use the templates and detailed instructions provided to transform your spreadsheet.

Want student teams to see how far they're progressing on an extended project? Use the Progress Indicator to quickly show them what percentage of tasks they've completed. Need to make sure you're calling on students equally? Add their names to the Random Name Picker. There are even templates for creating Mad Libs stories and tournament brackets.

LiveWorksheets

It allows you to transform your traditional printable worksheets (doc, pdf, jpg and more.) into interactive online exercises with self-correction, which we call "interactive worksheets".

Students can do the worksheets online and send their answers to the teacher. This is good for the students (it's motivating), for the teacher (it saves time) and for the environment (it saves paper).

Additionally, our interactive worksheets take full advantage of the new technologies applied to education: they may include sounds, videos, drag and drop exercises, join with arrows, multiple choice... and even speaking exercises that the students must do using the microphone.

3.2.3 Technological tools

In the second part of this module as a team we made use of some technological tools such as: Nearpod, Padlet, Kahoot,and Powtoon.

Nearpod

It is a website and app-based digital tool that lets teachers create slide-based learning resources that are interactive for students to engage with and learn from.

Nearpod can also use information to make learning more engaging and fun. It is also built to work well with lots of pre-existing tools, such as Google Slides, Microsoft PowerPoint, and YouTube. Teachers can easily import media to make a lesson quickly and simply using already existing resources or create new ones.

Teachers can create lots of different interactive learning resources that allow students to engage and learn via their device (smartphones, tablets, PCs etc) 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.

Nearpod is also useful as a formative assessment tool and can output student efforts in easy-to-analyze graphs and charts for a clear snapshot of progress.

Padlet

It is a place 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.

Who you share that with is up to you as a moderator. It can be public, open to all, or you can place a password on the wall. You can only allow invited members to use the wall, which is the ideal setup for education. Share the link and anyone invited can enter easily.

Kahoot

It is a cloud-based quiz platform that is ideal for students and teachers. Since the game-based platform allows you to create new quizzes from scratch, it's possible to be creative and offer bespoke learning options for students.

Kahoot! offers more than 40 million games already created that anyone can access, making it quick and easy to get started. Ideal for distance learning, when time and resources are at a premium.

Since Kahoot! is free, it simply requires an account to be created to get started. Students can use Kahoot! across most devices from any location with an internet connection.

PowToon

It is an eTool that creates animated videos for personal, educational, or business/professional use. It is a free, web-based (with options to upgrade), user-friendly software that creates presentations via three simple and easy steps: writing a script, recording a voiceover, and adding visuals. Novice users can select one of five looks (i.e., ModernEdge, Whiteboard, Infographic, Cartoon, Corporate) and can choose to edit templates that have already been created, whereas experienced tech users may choose to design their own storyboard and video rather than use a template. (Tutorials and access to live chats are available to aid in the creation and production of these videos.)

Last but not least this module was based on creating our own virtual material, and developing a micro-teaching class in which we demonstrated what we learned about educational tools and how these resources can be worthy to increase students' learning. This acquired knowledge will help future teachers to improve the learning process by using many educational tools in their virtual classes.

3.3 Module III - Design of Didactic Materials for Virtual Environments.

In this module, students learned to use at least four Web tools for the design of educational materials and created materials such as podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students completed an integrative task through which they applied the competencies acquired during the three modules.

The team reviewed what the fundamentals of using multimedia are in a virtual environment. This helped them to understand the importance of using multimedia resources for their classes.

3.3.1 Fundamentals of Using Multimedia Resources in a Virtual Learning Environment

Multimedia and networking technologies are found to be an important support for education. These technologies have helped to transform traditional media (books, tables, figures, blackboard writing, etc.) into online and interactive learning resources, which can be accessed from anywhere and anytime through the Internet. Furthermore, the development of better information and communication technologies, constantly more powerful and accessible, enables the delivery of e-learning content materials and applications, and enhances the collaboration and interactivity between students and teachers (David Gañán et al. (2014).

The characteristics of multimedia:

1- Multimedia facilitates mastering basic skills of a student by means of drill and practice.

2- It helps in problem solving by means of learning by doing, understanding abstract concepts,

3- Provides enhanced access for teachers and students in remote locations.

4- Facilitates individualized and cooperative learning.

5- Helps in management and administration of the classroom.

There are many advantages that online learning can offer to students and staff. It has provided the opportunity of Higher Education to those people who have difficulties with gaining education. Examples of those are: the disabled, living in rural locations, with work and family commitments, shy students who

were previously intimidated by the traditional classroom, and often too nervous to voice their opinions, online chat-rooms have provided them with the confidence to do this. Multimedia Tools As we consider the learning style we mentioned above, developing media animations with enriched designs is an important object in online systems. Fluent animations should be prepared for the learner who is following the content via the internet. We must refer to some environment tools and their features.

The team learned how to use different tools to create podcasts, to create online presentations, interactive images, videos, among others.

3.3.2 Podcast (audio recording)

A podcast is a digital media file, or a series of such files, that is distributed over the Internet using syndication feeds for playback on portable media players and personal computers.

A podcast can be:

- a one-time production.
- a serial production where new “episodes” are produced daily, weekly, or monthly.
- downloaded automatically when new content is uploaded by the author or “podcaster.”
- listened to whenever and wherever.

The tool used to create podcasts was Audacity.

3.3.3 Audacity

It is software that enables the users to both record and edit audio clips free of cost. The interface of Audacity is simple and very user-friendly. It also offers cross-platform compatibility and supports multiple plugins and libraries for enhanced functionality.

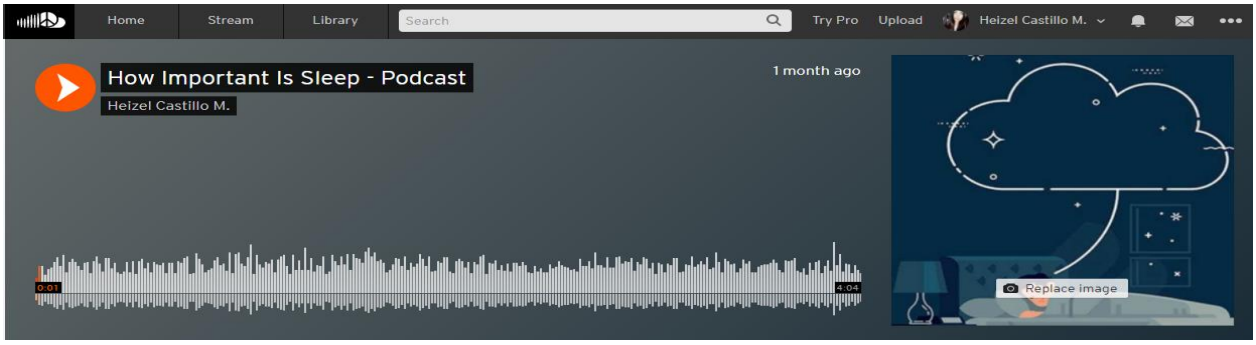
Advantages of using Audacity

1. Free to use for your projects.
2. Compatible with multiple operating systems like Windows, Apple, and Linux.
3. A small-sized software package that requires less storage space.
4. It is an open-source platform with a strong community backing, constantly striving for enhanced performance.

Once the podcasts are created using audacity, you have the option to upload it to soundCloud.

3.3.4 SoundCloud

It is a free music streaming and distribution platform with paid tiers for users and artists. SoundCloud is an online audio streaming and distribution platform that allows users to upload, stream, promote, and share music and podcasts.



3.3.5 Google Site

It is a free web application for creating websites. You can develop the website by yourself or collaborate with others to create the content of the pages. You can decide the level of sharing you would like to permit, who the owners of the website are, and to whom you'd like to give permission to edit or revise the site. You can also provide permission to visitors for viewing purposes only. The team used their institutional email (@ues.edu.sv) to create google sites.

3.3.6 Google presentations

Google Slides is a titan of editing and creating presentations. This online and offline platform (you have the advantage of being able to continue editing even without an internet connection) is part of the Google Drive suite along with other services such as Google Docs or Google Sheets. Nowadays, it is very common to have a Google account, being the only thing you will need to edit in Google Slides, a completely free

service.

3.3.7 Interactive Images

Digital imaging has become more than just a popular pastime in contemporary culture. Personal computers, in addition to a plethora of hand-held electronic devices, have become the preferred mode of communication for increasingly large portions of the population. The team edited images using GIMP.

3.3.7.1 GIMP

Image Manipulation Program. We reviewed the program and were able to effectively modify images: to crop, to rotate, to change the number of pixels, etc. The team also reviewed Genially to create interactive images.

3.3.7.2 Genially

Used to teach and learn through interactive learning materials.

3.3.8 Video Recording

The purpose of video recordings in an online classroom is to allow students the opportunity to follow along interactively.

3.3.8.1 Openshot

It is a free Video Editor, open-source video editor for Linux, Mac, and Windows. We designed OpenShot to be an easy to use, quick to learn, and surprisingly powerful video editor. Easily cut, slice, and edit any

video or film. The team created a video for a class and was able to apply all the features above to successfully present an edited video to the facilitator of the course.

ACHIEVEMENTS

4.1 Module I

- ❖ The team learned about synchronous and asynchronous activities:
- Synchronous activities are developed in classes run in real time.
- Asynchronous classes offer students the option to connect with materials, peers, and instructors on their own schedules.

- ❖ The team learned about theories of learning: Behaviorism, Cognitivism, Constructivism, Connectivism and Multiple intelligence.
- Behaviorism: based on the belief that all human actions and responses can be explained in terms of reflexes conditioned by reward and punishment

- Cognitivism: It emphasizes acquiring knowledge using internal processes.

- Constructivism: The basic premise is that an individual learner must actively "build" knowledge and skills

- Connectivism: This theory suggests that humans acquire and process information by forming connections.

- Multiple intelligence: This suggests that the human organism has seven distinct units of intellectual functioning.

- ❖ The team acquired knowledge to use web-based software platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. The team used an infographic to list and explain about the learning management system such as: Edmodo, Schoology, Blackboard, google sites, moodle.

- ❖ The team learned how to create a virtual course on Google Classroom.

4.2 Module II

- The team studied technological tools s for educational purposes and their foundations and principles
- The team learned how to use educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets
- The team acquired knowledge to successfully use technological tools: Nearpod, Padlet, Kahoot, Powtoon, Classroomscreen.
- The team performed a demo class using technological tools in the development of a class.

4.3 Module III

- The team learned about the fundamentals of using multimedia resources in virtual environments.
- The team acquired knowledge on how to create podcasts by using Audacity to edit audio recordings and to upload them to SoundCloud, so students can have access to the information.
    - A podcast is a digital media file, or a series of such files, that is distributed over the Internet using syndication feeds for playback on portable media players and personal computers
- The team learned how to create Google site and Google presentation to better organize a course or class content and explained how they will use it in a real-life class.
    - This online and offline platform (you have the advantage of being able to continue editing even without an internet connection) is part of the Google Drive suite along with other services such as Google Docs or Google Sheets.

- The team developed the ability to edit images by using GIMP (to effectively modify images: to crop, to rotate, to change the number of pixels, etc) . Besides that, the team was able to upload and create interactive images on Genially (It is the tool schools use to teach and learn through interactive learning materials).

- The team learned how to edit videos on Openshot. It is a video editor tool to easily cut, slice, and edit any video or film. The team created a video for a class and was able to add images, text, background audio, transitions, etc)

CONCLUSIONS

Distance education is defined as a method of teaching where the student and teacher are physically separated. It can utilize a combination of technologies, including correspondence, audio, video, computer, and the Internet. Today's version of distance education is online education, which uses computers and the Internet as the delivery mechanism with at least 80% of the course content delivered online. Kentnor (2015). *Distance Education and the Evolution of Online Learning in the United States. University of Denver Sturm college of law.*

- The aim of the first module was achieved, this consisted in providing students with knowledge about learning environments and how to identify the correct multimedia resources according to the teaching-learning process that contributes and is suitable in virtual education. As well as, how to create a virtual classroom using a Learning Management System available on the internet to carry out synchronous work sessions using available tools. For this, powerpoint presentations were shared in the virtual classes to provide information about Synchronous and asynchronous activities.

- The students were able to effectively differentiate synchronous activities that are developed in classes run in real time, with students and instructors attending together from different locations. And, that asynchronous classes offer learners the flexibility to study in a self-paced manner because students can connect with materials, peers, and instructors on their own schedules.

- The students acquired the ability to better organize the class content at the moment of creating a virtual classroom using Google classroom. For this classroom the team was able to organize the topic, activities, tasks and assignments for the class they created. They were able to add students, create assignments, and post announcements. Hence, classes were interactive between the teachers and students.

- Also, in module II the objective was for the students to get familiar with theoretical information about educational tools such as: Edpuzzle, Flipgrid, Flippity, Liveworksheets and technological tools such as: Nearpod, Padlet, Kahoot, Powtoon for teaching learning a language and their functions. This was successfully achieved and now students are able to describe the terms and principles associated with technological tools for educational purposes and to use technological tools to plan and develop synchronous class activities.

- According to module two objectives, the team is now able to successfully use technological tools to elaborate digital materials for the teaching-learning of foreign languages. And, to integrate these tools to present content in a Virtual Learning Environment.

- And finally the team concludes that all the course's objectives were achieved and this contributes to the teaching and learning knowledge of each of the members of the group. This provides students with the ability to better develop classes in virtual environments, students will better organize their classes by using technological and educational tools learned during the three modules.

RECOMMENDATIONS

The team has prepared a series of recommendations for the Department of the Foreign Language Department and for authorities of the School of Humanities in order to improve the organization and management of the specialization course "Management Of Virtual Environments For The Teaching And Learning Of Foreign Languages" . So that the university can better work with future groups of students that choose this option as a graduation project.

- Students have to know what the course requirements and expectations are before, during and at the end of the course to avoid time management issues.

- Professors should have access to all the information and requirements of the course beforehand to provide clear instructions for the activities and to better respond to students' concerns.

- The professors in charge of giving the classes should be paid on time, so this will help them to be more motivated to develop each module.

- Since students have to reinforce the information learned in each module to better comprehend, the materials and the information on each module should be available all time and not only during the course.
- Authorities of the School of Humanities need to improve their communication with students, Since this will help them to have a positive thought that they really care about their learning.

- The course design should be focused on including virtual tolls that can be used in any device and not only for computers as some students do not have all the resources to open and use these tools.

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- Understanding the Relevance of Learning Management Systems in Education *https://www.hurix.com/learning-management-systems-in-education/*
- What is Audacity - Search (bing.com) *https://www.bing.com/search?q=What+is+Audacity&FORM=HDRSC1*

APPENDIXES

Module I, II, and III Programs.

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

Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:	
1.2 Code:	**EDII114**
1.3 Pre-requisite:	**None**
1.4 Academic Credits:	**3**
1.5 Target Population:	**Students who have concluded their academic courses**
1.6 Month and Year:	**August-Oct. 2021**
1.7 Major Academic Unit:	**Foreign Languages Department**
1.8 School:	**School of Arts and Sciences**
1.9 Module Term:	**8 Weeks/ 2 Months**
1.10 Hours per Module:	**60 Hours**
1.11 Professors :	MsE. Blanca Alicia Menjívar González Licda. Sey Danisia Najarro de Alvarado MsDi. .Juan Antonio Flamenco Flamenco

2. Module Description

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

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

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

4. Methodology

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

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants,

as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	-Readings of learning theories - Discussion Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)
Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

TIME TABLE

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

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

7. CLASS POLICIES

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

**Artículo 151

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

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

PROGRAM

1. GENERAL INFORMATION

1.1. Module 2:	**Educational Applications for Learning a Foreign Language**
1.2. Code:	**APE214**
1.3. Pre-requisite:	**None**
1.4. Academic Credits:	**3**
1.5. Target Population:	**Students who have concluded their academic courses**
1.6. Month and Year:	**October- December 2021**
1.7. Major Academic Unit:	**Foreign Languages Department**
1.8. School:	**School of Arts and Sciences**
1.9. Module Term:	**8 Weeks/ 2 Months**
1.10. Hours per Module:	**60 Hours**
1.11. Professors :	Licda. Sey Danisia Najarro de Alvarado
	Lic. Juan Antonio Flamenco Flamenco, MsDi.
	Licda. Blanca Alicia Menjívar González, MsE.

2. Module Description

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

3. OBJECTIVES

a) **General Objective:**

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

b) **Specific Objectives:**

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

- ✓ define the terms and principles associated with technological tools for educational purposes.
- ✓ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

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

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

5. CONTENTS

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

Time Table

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

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

**Artículo 151

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

BOOKS

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

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

Module III Syllabus

January, 2022

1. GENERAL INFORMATION

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

2. MODULE DESCRIPTION

In this module, students will learn to use at least four Web tools for the design of educational materials, and will elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students will complete an integrative task through which they will apply the competencies acquired during the three modules.

3. OBJECTIVES

a) General objective

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

b) Specific objectives

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

- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
-Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

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

5. CONTENTS

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

Time Table

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

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

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

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Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

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

oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

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

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

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