

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



**TITLE:**

**“THE IMPORTANCE OF THE USE OF TECHNOLOGICAL TOOLS FOR THE  
TEACHING AND LEARNING OF FOREIGN LANGUAGES”.**

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**FINAL REPORT ABOUT SPECIALIZATION COURSE, IN ORDER TO OBTAIN  
THE DEGREE OF:**

**LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA**

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## **ABSTRACT**

This course helped all students to improve their knowledge in the use of technology for language teaching and thus be able to transmit their knowledge acquired during the specialization course to new generations. It is important to mention that it helps students to improve their capacities and explore the use of technology in the classroom to apply in the new learning modality. The main objective of this course was to teach students how to use technological tools to create and design material that could be useful in online education, nowadays in online classrooms. The materials created in this course were from an educational infographic to a google site, where all the knowledge acquired during the course time was applied. Also, at the end of the course is important to mention that the specialization course is a new option for future graduates to enroll in as a substitute for the traditional graduation work, also known as thesis. This modality could open more opportunities to students to develop new skills using technology to apply in the teaching-learning process.

**Key words:** Technological Tools, Online Learning, Synchronous, Asynchronous, Online English Language Teaching

## I – INTRODUCTION

Nowadays, the use of new technologies has become essential for the full development of skills in the educational field. Generally, it is claimed that new technologies improve the students' performance in all branches of human learning. For some authors, Latin American countries should already be at the forefront with technology both at work and education levels (Carneiro, Toscano, & Díaz, 2008). The use of technology has been increasing in the last years in El Salvador due to the Covid-19 pandemic, for that reason the traditional education changed the modality to an online education. It was the main purpose to include technological tools to virtual classrooms with the idea to improve the virtual environment.

For that reason, the University of El Salvador has implemented new modalities to develop online classes to the population in general.

The present report of the Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Language is to obtain the degree of English Language Teaching by the University of El Salvador. This report develops the fundamentals of online education and its applications on the English Language Teaching, the use of technological tools to elaborate educational materials focused on the use of technology for language teaching. Likewise, it is explained how the specialization course has been implemented, and the key points to achieve the process of teaching-learning in an online way is presented.

## II -OBJECTIVES

### GENERAL OBJECTIVE

- To explain the knowledge acquired in the “Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Languages”

### SPECIFIC OBJECTIVES

- To describe the activities developed in each module of the specialization course.
- To enumerate the achievements obtained during the specialization course.
- To define the terms and principles associated with technological tools for educational purposes.

### III – THEORETICAL FRAMEWORK

#### **Learning theory.**

Currently, when we talk about learning theory the first theories that come to people's mind is behaviorism, cognitivism and constructivism. These are traditional learning theories. but when we talk about connectivism, online collaborative learning and theory of online learning, these refer to a new digital age because they have been applied in virtual classrooms. Covid-19 changed the traditional education. Teachers have been implementing the use of technology in their classrooms.

Connectivism is a model of learning that can guide first year advising through “the integration of principles explored as chaos, network, and complexity, and self-organization theories” as well as an “understanding that decisions are based on rapidly altering foundations” (Siemens. 2004). Siemens is one of the proponents of this learning theory and also it tries to imply some principles that are: learner autonomy, openness, diversity and interactivity. This theory is particularly appropriate for courses with very high enrollments and where the learning goal or objective is to develop and create knowledge rather than to disseminate it.

According to Linda Harasim (2012), online collaborative learning theory, or OCL, is a form of constructivist teaching that takes the form of instructor-led group learning online. In OCL, students are encouraged to collaboratively solve problems through discourse instead of memorizing correct answers. The teacher plays a crucial role

as a facilitator as well as a member of the knowledge community under study.  
("Online Collaborative Learning Theory")

Now, talking about Online Learning, it is important to mention one of the proponents of this theory who is Terry Anderson, he mentioned that "Online learning has begun to embed itself as a part of our educational environment, especially in the higher education and training sectors. The practice is not widespread yet but the growing number of institutions and individuals resorting to this innovation seems to be increasing exponentially". (Anderson, 2008). After the situation of the pandemic, the educational system in El Salvador changed from the primary school to the universities, where at the same time each teacher made the effort to include the use of technology with their traditional education or in other words try to include their teaching approaches.

### **Virtual learning**

Firstly, it is important to know what the definition of virtual learning is. For that reason the explanation is presented in the following way: "Distance learning conducted in a virtual learning environment with electronic study content designed for self-paced (asynchronous) or live web-conferencing (synchronous) online teaching and tutoring" (Racheva, V. 2017).





Virtual learning in teaching has increased the individual learning in each student, it also could be a positive point because it helps students to practice self-confidence and independence. Also, it is important to know some benefits that virtual learning has. For example: it is flexible learning because students could do their own time and also, they can access classes in wherever place and we can say that this kind of learning is cost- effective.

## **E-learning**

E-learning became a very important topic with Covid -19. Educational activities in many countries stopped. This situation made education impossible with classical methods.

What is e- learning? E-learning represents the delivery of educational material and learning through digital resources. Studying online can be just as effective as studying in the classroom. The entire learning process is based on principles of formal education, it is provided via an internet connection through electronic devices such as computers, tablets and even smartphones. This makes it easy for students to access their online classes anywhere and anytime.



E-learning is a structured course or learning experience delivered electronically; it can also include performance support content. Many different elements that can make up an e-learning program, such as live or pre-recorded lecture content, video quizzes, simulations, games, activities, and other interactive elements. This course is managed and administered via a learning management system (LMS). E-learning can be asynchronous and synchronous.

- Asynchronous e- learning the learners take the course on their own, through electronic devices.
- Synchronous e-learning referred to virtual classrooms.

### **Advantages of e-learning in English Teaching.**

- Flexibility and accessibility  
E- learning allows learners to choose the time and place to study courses, making training outside of work hours possible.

- Cost effective  
E- learning is cost effective in the sense that there is no need for the students to travel.
- E- learning enhances the efficacy of knowledge and qualification via easy access to a huge amount of information. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with others.
- It is able to provide opportunities for relations between learners by the use of discussion forums.

### **Learning Management System (LMS)**



A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for e-learning practices and, in its most common form. It consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators (Brush, K. 2019).

The main purpose of an LMS is the construction of learning through interaction. It is important to take in account the seven main categories of tools: Interface, navigation, evaluation, didactic resources, communication/interaction, coordination and administrative support.

- **Interface.**

The communication is established between the user and the system during the process.

- **Navigation.**

It is the free movement between the LMS pages.

- **Evaluation.**

This is the way the teacher determines if a student has indeed assimilated the proposed content.

- **Didactic Resources.**

In this case, Didactic resources or materials consist of the tools that the environment offers to the teachers.

- **Communication/ Interaction.**

It is the flow of information between people in an LMS.

- **Coordination.**

It is focused on the activities of planning, creation, execution and control of courses by the teacher.

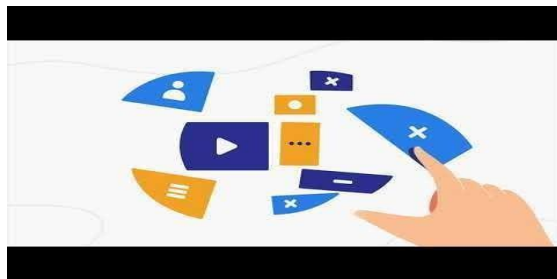
- **The administrative support.**

It tries to combine administration tools and environmental management.

### **LMS- Most Common.**

The most common tools used nowadays are: blackboard, canvas, Edmodo, Moodle, Google classroom, etc.

- **Blackboard.**



It is a teaching application, learning, building communities, and online knowledge sharing, also it is important to mention that blackboard is open, flexible and tries to focus on the students' goals.

- **Canvas.**



This tool can be useful from students to business leaders, but in this case try to focus this in the educational aspect. On the other hand, in Canvas it is possible to create videos about specific information, infographics, educational images, presentations, Instagram posts, posters, etc.

- **Edmodo.**



Edmodo is an educational tool that connects to the participants in this case learners with resources, this platform offers: communication, collaboration and training to school and teachers to learn how to use it and how to develop content.

- **Moodle.**



This platform is a course management system that helps educators create effective online learning.

- **Google classroom.**



Google classroom is another educational app that nowadays is so useful to teach, also it is important to mention that this app is free, and the use is similar to Moodle and Edmodo, because always try to connect the learners with educators to access the information related with the learning process.

Nowadays the use of platforms and educational tools has increased because of the pandemic COVID-19. Thanks to that, teachers and the government created plans to modify the traditional education in the school and superior education in our country. At first it was difficult because they wanted to cover all places in El Salvador. This situation was a surprise to everyone because the whole routine changed and we were forced to stay home for sanitary situations.

## IV. DESCRIPTION OF ACTIVITIES

In this section, a detailed description of all the activities that were carried out during the “Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign languages” is presented. This course was taught in 180 hours over a period of 6 months, from 6:00 p.m. to 8:00 p.m., on Monday and Wednesday for the synchronous sessions.

### Module I

The first module called “**Online English Language Teaching**”

This module discusses the fundamentals of online education and its application in English Language Teaching. Also, participants learned about a 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 platforms such as TEAMS or Meet were used for synchronous activities. Also, the teacher provided participants with the experience of creating a virtual classroom in Learning Management Systems available on the internet.

In this module students developed the following activities:

- **Discussing in an Academic Forum**

This was done in accordance with the content that the teacher in charge of the module taught in class. This activity was carried out with the purpose of applying learning theories for teaching English online. Learning Theories



consist of statements about where knowledge originates and about how people learn. The learning theories are:

Behaviorism: It is focused on how people behave while learning.

Cognitivism: An obvious criticism of behaviorism.

Constructivism: Argue that individuals consciously strive for meaning to make sense of their environment in terms of past experiences and their present state.

- **Making an infographic**

The students in the specialization course elaborated an infographic. The students created this activity with the purpose to describe the features of Learning Management Systems (LMS). A Learning Management Systems (LMS) is a software that is designed to create, distribute, and manage the delivery of educational content.

- **Creating a Virtual Google Classroom**

Students in the specialization course created a course in Google Classroom. This activity was done with the purpose of designing and creating an English course in Google Classroom with its basic features.

- **Making a Demonstrative Class on MEET.**

At the end of the module the students created groups of five to prepare and deliver their topic. This activity took place in the last week of classes. Also, this assignment was created with the purpose of preparing and managing a microteaching lesson through Google Meet.

## **Module II**

The second module was entitled: “**Educational Applications for Learning a Foreign Language**”. This module dealt with the theoretical fundamentals and the use of technological tools for teaching and learning a foreign language in a virtual modality. The technological tools studied in this module to teach online have: powtoon, flipgrid, liveworksheet, Kahoot, Padlet, Nearpod, Edpuzzle, Flippity, Classroomscreen.

In this module, students conducted the following activities:

- **Making an infographic.**

Students designed an infographic. This activity was created with the purpose of describing technological tools used in an online class to have a successful learning. Technological tools are tools teachers use to teach a class such as Padlet, Powtoon, Flipgrid, Liveworksheet, Kahoot, etc.

- **Making videos on Flipgrid.**

Students created a video in Flipgrid to make use of this technological tool. The teacher in charge of this module provided some examples explaining how to use this technological tool. This activity was created with the purpose of explaining how to use Liveworksheets. It is important to mention that this tool is so easy to use where teachers can create interactive worksheets and share with the students to do as homework.

- **Making a Video in PowToon.**

The professor in charge of the module provided some examples to explain how to use PowToon before to assign this assignment with the purpose to have cleared the assignment. Powtoon is a technological tool easy to use where teachers and students can create activities: such as videos.

- **Making a Demo Class Using Technological tools.**

Students prepared a **demo class** making use of some technological tools.

This activity was prepared with the purpose of demonstrating the use of some technological tools through Google Meet.

### **Module III**

The last module is called “**Design of didactic Materials for Virtual Environments**”.

In this module, students learned to use some Web tools for the design educational materials, and elaborated some activities mentioned below. Finally, students completed an integrative task to apply the acquired knowledge during the three modules studied in the course.

The activities developed in this module was the following:

- **Making an Educational Podcast.**

Students created a podcast. To do this activity the teacher provided some material and some examples about podcasts.

This activity was created with the purpose to be used in the classroom with your students to help teach or illustrate an educational concept.

- **Making an Instructional Video.**

To do this activity the teacher provided some information about what is an instructional video, and how to create this video using some platforms. Students choose the topic and research information in order to create the instructional video. This activity was created with the purpose to be used in the classroom with your students to help teach or illustrate an educational concept.

- **Making a Presentation.**

Students created a presentation (Power Point, Google Slides, Canva, Genially, Prezi, Powtoon). The teacher provided some material to facilitate the task. This activity was created with the purpose to demonstrate good use of presentation creation tools.

- **Creating a Google Sites.**

The teacher in charge of the module provided some class material in order to explain how to create a Google Site. This activity was created with the purpose to evaluate the creation and implementation of a website created through Google Sites and linked to Google Classroom. Google Sites allows non – technical users to organize and share digital information in an easy to – maintain site.

- **Creating an interactive image.**

The students chose a topic related to grammar, vocabulary or something that can be related to the content of their Google Classroom. This interactive image was created with the purpose of being used in the language courses.

## V. ACHIEVEMENTS OF THE SPECIALIZATION COURSE

- Students learned how to create an infographic. An infographic consists of a collection of imagery, charts and minimal text that gives an easy-to-understand overview of a topic.
- Students learned how to create a virtual course in Google Classroom  
Google Classroom consists of an educational platform designed by Google that brings students, teachers and learning materials together into one environment.
- Students learned to identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- Students learned how to carry out synchronous work sessions using available tools.
- Students learned how to create a video in Flipgrid. Flipgrid consists of a video tool that allows teachers to post “topics” that are essentially videos with some accompanying text. This is then shared with the students, who can be prompted to respond.

- Students learned how to create a video in PowToon. PowToon consists of a tool where students and teachers can create animated videos with a professional look and feel.
- Students learned to use technological tools such as (Padlet, Kahoot, Flippity, Flipgrid, Nearpod, Classroom screen, Liveworksheet, Powtoon) to plan and develop synchronous class activities.
- Students learned to use technological tools for the design of didactic material and to create Educational Podcasts. Podcasts consist of audio broadcasts distributed via the internet and flexible for both teachers and students which can be listened by students anywhere, anytime, while doing other things.
- Students learned how to create Instructional Videos and interactive images.
- Students learned how to use and create Google Sites.
- Students learned to integrate tools to present content in a virtual learning environment.

## VI - CONCLUSIONS

At the end of the course students can conclude the following:

- Educational technology has played a highly pivotal role during pandemic times. Without, all educational systems around the world would have suffered.
- Future language teachers need to know as much as possible about educational tools and technologies for them to help students achieve higher levels of language competence.
- It has been very important for students to specialize in virtual environments since many of them have not received classes on this topic and they lack command on the use of these technological tools.}
- Most students need to take a specialization course to achieve greater knowledge about technological tools since it is difficult for them to use the tools due to the low level of learning they have about technology.



## VII - RECOMMENDATIONS

At the end of the specialization course, the following is recommended for the Department of Foreign Languages and for the authorities of the School of Humanities.

- The “Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Language” should have more priority since it is of great benefit to students. In addition, studying this specialization course is important to be able to improve the competencies on the learning of technological tools. At the same time, it allows students to specialize in order to teach their acquired knowledge in a better way to their future students.
- Professors of the Department should Include more technological tools since nowadays it is of the utmost importance and the use can facilitate the job of a teacher.
- Professors should encourage students to make good use of technology.
- To use technological platforms as a tool for reinforcing the teaching learning process.
- To advise students to make use of applications that help them keep in touch with the language.
- Professors and students should take advantage of the specialization courses offered by the University to gain more tools and so improve the level of learning and adapt themselves to future emergencies.

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## IX- APPENDIXES

### APENDIX A

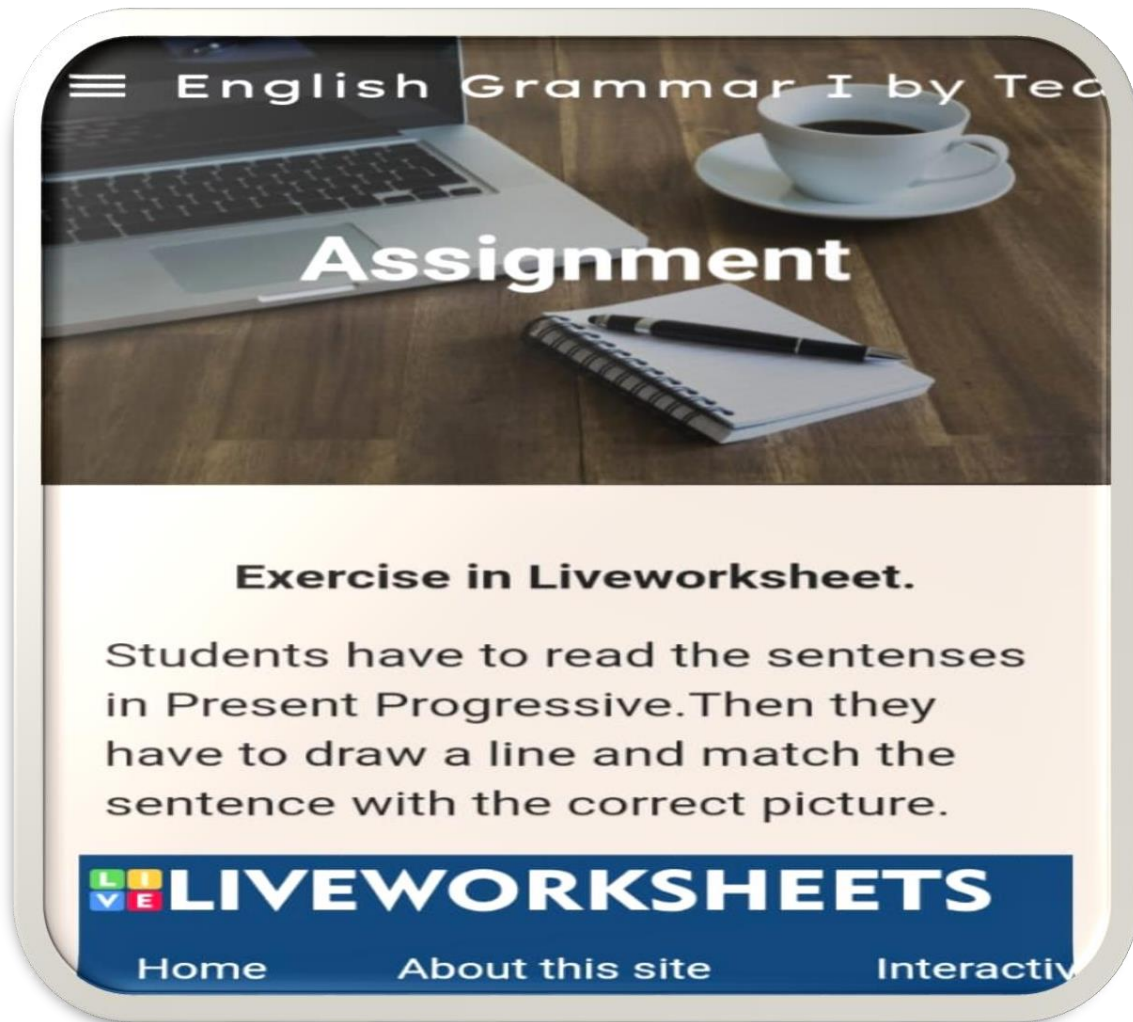
Images about classes presented by teachers during the specialization course.





## APPENDIX B

Images about activities presented by students during the specialization course.



English Grammar I by Ted

# Assignment

**Exercise in Liveworksheet.**

Students have to read the sentences in Present Progressive. Then they have to draw a line and match the sentence with the correct picture.

**LIVEWORKSHEETS**

[Home](#)   [About this site](#)   [Interactiv](#)

**Descripción**

**Instructional video**

**P** Paulina Elizabeth Cañas Lopez

<b>0</b> Me gusta	<b>37</b> Vistas	<b>15 feb</b> 2022
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Instructional video about Tourist sites in El Salvador

**DAILY ROUTINE AGENDA:**

- 1) SIMPLE PRESENT TENSE.
- 2) MY DAILY ROUTINE.
- 3) EXAMPLES ABOUT DAILY ROUTINE.

By: Teacher Karen Segovia.

## APPENDIX C

### SPECIALIZATION COURSE SYLLABUS

#### Module I: Online English Language Teaching



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



#### Module 1: Online English Language Teaching

##### PROGRAM

##### 1. GENERAL INFORMATION

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



## **2. Module Description**

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

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

## **3. OBJECTIVES**

### **a) General Objective:**

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

### **b) Specific Objectives:**

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

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

## **4. Methodology**

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

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

## 5. CONTENTS

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

**Time Table**

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

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### Formative Assessment:

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

### Summative evaluation:

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

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

## 7. CLASS POLICIES

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

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

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

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

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

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

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

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

\*Artículo 147

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

\*\*Artículo 148

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

\*\*Artículo 150

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

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

**\*\*Artículo 151**

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

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

**The aforementioned justifications must be supported with the corresponding evidence.**

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

## **8. REFERENCES**

### Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
- Marjorie Vai and Kristen Sosulski ( 2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning, Using Technology in and Beyond, McMillan Publishers.

### WEBSITES

<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

<https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>

## Module II: Educational Applications for Learning a Foreign Language



**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 Menjivar 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**

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

Friday, December 10<sup>th</sup>,  
2021

- Question and answer forum

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### Formative Assessment:

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

### Summative evaluation:

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

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

## 7. CLASS POLICIES

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

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

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

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

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

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

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

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

**\*Artículo 147**

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

**\*\*Artículo 148**

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

**\*\*Artículo 150**

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

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

**\*\*Artículo 151**

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

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

**The aforementioned justifications must be supported with the corresponding evidence.**

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

## **8. REFERENCES**

### **BOOKS**

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

### **WEBSITES**

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

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

<https://kahoot.com/> <https://classroomscreen.com/>

**Module III:** Design of Didactic Materials for Virtual Environments



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



**SYLLABUS  
MODULE 3:**

**Design of Didactic  
Materials for Virtual  
Environments**

**JANUARY 2022**



## 1. GENERAL INFORMATION

1.1. Module 3:	<b>Design of Didactic Materials for Virtual Environments</b>
1.2. Code:	<b>DIM314</b>
1.3. Pre-requisite:	<b>None</b>
1.4. Academic Credits:	<b>3</b>
1.5. Target Population:	<b>Students who have concluded their academic courses</b>
1.6. Month and Year:	<b>January- March 2022</b>
1.7. Major Academic Unit:	<b>Foreign Languages Department</b>
1.8. School:	<b>School of Arts and Sciences</b>
1.9. Module Term:	<b>8 Weeks/ 2 Months</b>
1.10. Hours per Module:	<b>60 Hours</b>
1.11. Professors:	MsE. Blanca Alicia Menjívar González (Group 01) MEVA. Sey Danisia Najarro de Alvarado (Group 02) MsDi. Juan Antonio Flamenco Flamenco (Group 03)



## **2. MODULE DESCRIPTION**

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

## **3. OBJECTIVES**

a) General objective

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

b) Specific objectives:

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

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

## **4. METHODOLOGY**

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

## 5. CONTENTS

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

## Time Table

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

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

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### **Formative Assessment:**

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

### **Summative evaluation:**

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

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

## 7. CLASS POLICIES

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

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

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

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

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

**VI. STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay

focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

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

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

#### Artículo 147

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

#### Artículo 148

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

#### Artículo 150

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

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

#### Artículo 151

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

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

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

#### Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

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

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable 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 someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.**