

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



TITLE:

**“EDUCATIONAL TOOLS FOR THE TEACHING OF A FOREIGN LANGUAGE IN
VIRTUAL ENVIRONMENTS”**

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
“ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS”**

IN ORDER TO OBTAIN THE DEGREE OF:

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

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ABSTRACT

In this work the research team describes how the specialization course *Management of Virtual Environments for the Teaching and Learning of Foreign Languages* was developed. Teaching a foreign language during Covid Pandemic has been a challenge for most of the teachers and educational institutions because teachers had to learn how to include and adapt teaching methodologies, new technologies and educational tools for teaching a foreign language online. As a virtual environment, the research team learned to use Google Classroom in order to publish activities and evaluations on it. The importance of the use of technological tools to develop synchronous and asynchronous class activities has been essential to accomplish our teaching objectives, and in this specialization the participants learned to use different educational tools for creating learning materials. The research team summarizes the different digital materials designed for the teaching and learning of a foreign language in this specialization, which can be really significant for all of the language teachers.

Key words: Virtual learning, Virtual Learning Environment, Learning Management System, Synchronous, Asynchronous, Online learning, Distance Education

INTRODUCTION

Virtual learning is designed to extend educational experiences. It does not try to replicate them. In virtual learning environments, students access resources and interact in ways they would not or could not in the physical classroom. Many educators use virtual learning and have been for a while.

In this work the research team introduces and describes how the specialization course ***management of virtual environments for the teaching and learning of foreign languages*** was developed and to indicate the different technological tools studied. Virtual learning environments, which have become integral to online learning (or e-learning) in higher education around the world. The team will describe the process of the creation of a virtual classroom using a Learning Management System learned. Also, the team will describe the importance of the use of technological tools to develop synchronous class activities and which tools to use. Finally the research team will summarize the different digital materials designed for the teaching and learning of a foreign language.

OBJECTIVES

1.1 GENERAL OBJECTIVE

- To describe how the specialization course: ***management of virtual environments for the teaching and learning of foreign languages*** was developed and to indicate the different technological tools studied.

1.2 SPECIFIC OBJECTIVES

- To describe the design of a virtual classroom using a Learning Management System.
- To identify the importance of the use of technological tools to teach and learn a foreign language.
- To summarize the different digital materials designed for the teaching and learning of a foreign language.

THEORETICAL FRAMEWORK

LMS definition

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs , Ellis, Ryann K. (2009). The learning management system concept emerged directly from e-Learning. Learning management systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s, Davis, B., Carmean, C., & Wagner, E. (2009). Learning management systems have faced a massive growth in usage due to the emphasis on remote learning during the COVID-19 pandemic as per Raza SA, Qazi W, Khan KA, Salam J (April 2021).

Through an LMS, teachers may create and integrate course materials, articulate learning goals, align content and assessments, track studying progress, and create customized tests for students. An LMS allows the communication of learning objectives, and organizes learning timelines. An LMS perk is that it delivers learning content and tools straight to learners, and assessment can be automated. It can also reach marginalized groups through special settings. Such systems have built-in customizable features including assessment and tracking. Thus, learners can see in real time their progress and instructors can monitor and communicate the effectiveness of learning by Long, Phillip D. (2004).

Most important Features:

- **Managing courses, users and roles**

Learning management systems may be used to create professionally structured course content. The teacher can add text, images, videos, pdfs, tables, links and text

formatting, interactive tests, slideshows etc. Moreover, they can create different types of users, such as teachers, students, parents, visitors and editors (hierarchies). It helps control which content a student can access, track studying progress and engage students with contact tools. Teachers can manage courses and modules, enroll students or set up self-enrollment, add notes, assessments and scores Schoonenboom, Judith (February 2014).

- **Online assessment**

An LMS can enable instructors to create automated assessments and assignments for learners, which are accessible and submitted online. Most platforms allow a variety of different question types such as: one/multi-line answer; multiple choice answer; ordering; free text; matching; essay; true or false/yes or no; fill in the gaps; agreement scale and offline tasks, Long, Phillip D. (2004).

- **User feedback**

As per Davis, B., Carmean, C., & Wagner, E. (2009). "The Evolution of the LMS, Students' exchange of feedback both with teachers and their peers is possible through LMS. Teachers may create discussion groups to allow students feedback, share their knowledge on topics and increase the interaction in course. Students' feedback is an instrument which helps teachers to improve their work, helps identify what to add or remove from a course, and ensures students feel comfortable and included.

- **Synchronous and Asynchronous Learning**

Students can either learn asynchronously (on demand, self-paced) through course content such as pre-recorded videos, PDF, SCORM (Sharable Content Object

Reference Model) or they can undertake synchronous learning through mediums such as Webinars.

- **Learning Analytics**

Learning management systems will often incorporate dashboards to track student or user progress. They can then report on key items such as completion rates, attendance data and success likelihood. Utilizing these metrics can help facilitators better understand gaps in user knowledge, Jones, Kyle M. L. (2 July 2019). "Learning analytics and higher education.

Advantages and disadvantages

- **Advantage**

There are six major advantages of LMS: interoperability, accessibility, reusability, durability, maintenance ability and adaptability, which in themselves constitute the concept of LMS, Long, Phillip D. (2004). "Learning Management Systems (LMS)".

- **Disadvantages**

Teachers have to be willing to adapt their curricula from face-to-face lectures to online lectures, Schoonenboom, Judith (February 2014).

There is the potential for instructors to try to directly translate existing support materials into courses which can result in very low interactivity and engagement for learners if not done well.

LMS examples:

1. Moodle
2. SAP Litmos
3. Canvas LMS

4. Blackboard Learn
5. MOOC Platforms
6. Google Classroom
7. Open edX
8. TalentLMS

Theories of learning

Learning is defined as a process that brings together personal and environmental experiences and influences for acquiring, enriching or modifying one's knowledge, skills, values, attitudes, behavior and world views. Learning theories develop hypotheses that describe how this process takes place.

Behaviorism

As Simply Psychology puts it: "Behaviorism is only concerned with observable stimulus-response behaviors, as they can be studied in a systematic and observable manner." Learning is based on a system of routines that "drill" information into a student's memory bank, as well as positive feedback from teachers and an educational institution itself. If students do an excellent job, they receive positive reinforcement and are signaled out for recognition.

Cognitivism

Learning relies on both external factors (like information or data) and the internal thought process. Developed in the 1950s, this theory moves away from behaviorism to focus on the mind's role in learning. According to the International Bureau of Education: "In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it and stocks it in memory."

Constructivism

The learner builds upon his or her previous experience and understanding to “construct” a new understanding. “The passive view of teaching views the learner as ‘an empty vessel’ to be filled with knowledge,” explains Simply Psychology, “whereas constructivism states that learners construct meaning only through active engagement with the world (such as experiments or real-world problem solving).”

Humanism

A “learner-centric approach” in which the potential is the focus rather than the method or materials. With the understanding that people are inherently good, humanism focuses on creating an environment conducive to self-actualization. In doing so, learners’ needs are met and they are then free to determine their own goals while the teacher assists in meeting those learning goals.

Connectivism

Informed by the digital age, connectivism departs from constructivism by identifying and remediating gaps in knowledge. Strongly influenced by technology, connectivism focuses on a learner’s ability to frequently source and update accurate information. Knowing how and where to find the best information is as important as the information itself.

Technological tools for teaching-learning a language and their functions.

Edpuzzle

Edpuzzle is a web-based eLearning application allowing users to select a video and customize it by editing, cropping, recording their own audio, and adding quiz

questions directly to the video stream. EDpuzzle also allows for instructors to track, monitor, and grade students' engagement with the videos created.

Flipgrid

Do you wish classroom discussion could continue after the bell rings? Do you wish you could encourage quiet students to speak their minds without feeling intimidated? With FlipGrid, teachers create discussion topics and students can respond with video recordings. Their peers can respond to keep the discussion going. This tool helps students formulate their ideas in a pre-recorded setting, which means no one gets talked over or ignored by louder voices.

Flippity

Flippity is a free resource for teachers that allows for the creation of quizzes, flash cards, presentations, memory games, word searches, and more. While it can be used by a teacher as a presentation tool and work assignment, it's also a great way to get students to create their own projects.

Liveworksheets

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

Nearpod

Nearpod specializes in multimedia displays to make discussions more engaging. One of their top tools for teachers is Nearpod VR, an affordable virtual reality headset that lets teachers explore different concepts in 3D. There are more than 450 VR tutorials, broken down by subject and grade level. Take your students to explore

volcanoes or for a historic look at the Taj Mahal. This technology inspires curiosity about the world and student engagement in lessons.

Padlet

Padlet is another collaboration tool that teachers can use. Students can submit a variety of supplemental material to make the learning process easier and can comment and interact with it as needed. Teachers can monitor all interactions that students have with the content and track engagement analytics. This tool can be used for any subject or grade level.

Kahoot

Kahoot! is a handy tool that students can use to create in-class questionnaires and quizzes. This is handy for obtaining data for graphing assignments, data for research essays, and feedback from their classmates. Kahoot! is compatible with multiple devices and has a game-like feel that will help keep students interested.

Powtoon

Powtoon's suite of animated characters, library of styles, awesome templates, special effects and hundreds of cool props are adored by the Powtoon tribe. The best part about Powtoon Studio is that the finished product will look professionally designed, and so creative, that your audience will think you hired a professional to produce it. Even better, if you haven't used Powtoon before it's quick to use as it's so easy to learn – Powtoon's simple, fun interface requires you to simply drag and drop the props and characters, and the rest is pure magic! You can also add images of your own.

DESCRIPTION OF ACTIVITIES

1.1 MODULE I: Online English Language Teaching

In the first module, the participants had online classes in a synchronous way every Saturday from 8am to 12pm by the use of Google Meet. The students were connected in the class conferences through this technological tool, which has been one of the most used during the pandemic COVID-19 for online classes. Besides, teachers were using the LMS - Moodle, known as Campus from the University of El Salvador to complete some asynchronous activities which are essential in online courses, and when completing them we could succeed in the learning objectives of this specialization.

In the first classes, the students studied the importance of some Learning Theories for the development of English language teaching methodology in virtual learning environments. Some of the learning theories we studied are: constructivism, cognitivism or connectivism. The teacher shared the information about the Learning Theories by the use of PowerPoint Presentation and she presented some videos from Youtube. After the students finished studying the content about the Learning Theories, we evaluated our learning and knowledge creating a Discussion Forum in Campus. It was such a good experience because we could share with our classmates our ideas and beliefs about the use of the Learning Theories when we teach a foreign language in online classes, and to accomplish the integration of an asynchronous activity which is essential in the development of virtual learning environments.

In the middle of Module I, the students studied the concept of an LMS (Learning Management System) and the most important features of them. In classes we

checked the following LMS: Moodle, Edmodo and Schoology. The teacher shared with us the information using PowerPoint Presentations and Videos from Youtube.

After checking the content about the LMS, the participants learned to create an Infographic in the online graphic platform Canva. They created an Infographic about 4 LMS and their most important features in order to share our learning and knowledge about the LMS.

In the last classes, the students studied how to create a class in Google Classroom and how to integrate activities on it from some online technological tools like Canva, Kahoot or Padlet. Besides, they checked how to create a Forum discussion, to publish documents like PDF, and to create a quiz using the Google forms. The teacher showed all this by watching videos from Youtube and we made some practice during the classes. In order to accomplish all these activities the students worked in teams of 4 members, and the teacher evaluated our learning and work with the creation of a Class in Google Classroom for the teaching of English as a foreign language. At the end of module I, the participants presented their final work with the classmates through Google Meet in the last conference showing the Class created in Google Classroom and presenting all the activities published and created.

1.2 MODULE II: Educational Applications for Learning a Foreign

Language

In this module, the participants analyzed at least eight technological tools for educational purposes and their foundations, principles and their usages in the teaching-learning process in virtual environments. The educational tools learned are Edpuzzle, Flipgrid, Flippity, Liveworksheet, Nearpod, Padlet, Kahoot, Powtoon Classroomscreen. The team developed specific activities based on instructional practices; these were discussed among the module in groups in order to give and receive feedback and thus be able to improve permanently during the process.

The academic activities of this module were developed online and cooperative learning will emerge spontaneously, according to the requirements from the course. We had two different types of evaluations, as an integral part of the teaching-learning process; the formative evaluation took place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Between week one and two the students learned about technological tools for educational purposes and their foundations and principles, also they read about technological tools for educational purposes when teaching a foreign language. As an evaluation the students made an Infographic, based on the fundamentals of technological tools, following the guideline and had discussion questions.

On week three and four the students learned by using multimedia materials, tutorials on Youtube and demonstration and practice in class, the usage of the following educational tools: Edpuzzle, Flipgrid. As an evaluation, they developed a Flipgrid activity with the characteristics of the technological tools studied.

For weeks five and six the participants learned about the usage of the following educational technological tools: Nearpod, Padlet, Kahoot, Powtoon and

Classroomscreen. With the help of multimedia materials, and in this module the participants were evaluated by creating a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English and it had to last at least four minutes.

For last week's seventh and eighth, there was a presentation of educational products by all of the students. The presentation was made by the use of Google Meet. The students created a Demo Class individually and used technological tools in the development of a class. They received the guidelines for the demo class using technological tools to teach a language.

1.3 MODULE III: Design of Didactic Materials for Virtual Environments

In the third module the participants had online classes every Saturday from 8am to 12pm by the use of the web app Google Meet. They learned to use some Web tools for the design of educational materials, and they developed educational materials for the learning of English as a foreign language. The participants elaborated materials such as: podcasts, online presentations, interactive images, videos, and others.

In the first weeks the students learned to use the web tools Audacity and Soundcloud. The objective to learn was to use these tools for creating an educational Podcast. They recorded an audio talking about an English grammar topic by the use of a smart phone and then they edited the audio in the app Audacity. The students included effective sounds and music in order to make it more creative and attractive for the students. Once they finished editing our podcast in Audacity, they posted it on the website Soundcloud, where every one of our students could listen to the content about the grammar topic. It was such a great experience to create a podcast for educational purposes. It can be really useful when we teach a foreign language by the use of virtual environments.

After recording a Podcast the students learned to create an interactive image in the Web tool Genially. The teacher showed us how to create an interactive image in this tool by watching some videos on Youtube and doing some practice in class. For evaluating the learning the participants created an interactive image in Genially. They included text, images, videos, effects and others to the interactive image in order to make more attractive the grammar content they were teaching to the students. This is really interesting because the teachers can include different supports for the topic in just one image and they don't need to be posting a lot of

links for that and the students can find everything in just one single image. It is a great tool for creating didactic materials.

In the middle of the Module III the participants studied how to create a Google presentation and learned about the color theory because it is important to know which combination of colors is better for the teaching and presentation of the contents. The teacher presented a video on Youtube about the creation of a Google presentation and she used a Google presentation to teach us the color theory. The students practiced the creation of a Google presentation in class in a group of 4 students. The teacher evaluated the learning by the creation of a Google presentation for teaching grammar content and by including images, audios, videos and applying the color theory.

At the end of this Module the students presented with the class all the didactic materials they created in a team of 4 students during the Module III. All those materials were published in a Google Site as a Team they created for their students. In this Site the students published podcasts, interactive images, Google presentations, Videos, and others activities published in Google Classroom.

ACHIEVEMENTS

Some of the achievements of this specialization are:

The class learned how to create a Virtual environment in Google Classroom. A virtual environment for teaching a foreign language online is essential because it give us the opportunity to publish all the didactic materials, such as Word or PDF documents, PowerPoint presentations, Videos, Images, and Website links to direct the students to Online Educational Applications such as Kahoot, Padlet or Edpuzzle. Additionally, this Virtual environment is useful because teachers can post the Google Meet link for the synchronous classes and they can create and publish tests by using the Google forms and in that way they can assess their students.

Additionally, the class learned how to create a Podcast for educational purposes. Learning how to record a podcast was really meaningful because with the use of a podcast we can explain, add or introduce a topic for our class. The benefits of this tool are that we can include creative and attractive sounds or music, and it can reduce the boredom of listening to an audio of an English grammar topic as example.

Besides, the class learned how to create a Google Site. The site was created by using a Google account and email. The creation of this site was essential for Online Learning because we were able to adequate it and give it a friendly design to make it really attractive for our students. Also we learned to publish all the digital materials and embed online educational applications for synchronous and asynchronous activities. As examples of those materials and online applications we learned to embed are: Podcasts, interactive images, videos, Google Presentations and more.

CONCLUSIONS

Nowadays, there are many approaches aimed at helping learners acquire knowledge through the Internet. Virtual Learning Environments facilitate the acquisition and practice of skills.

Thus, the main objective of this study was to describe the course of management of virtual environments for the teaching and learning of foreign languages and to indicate the different technological tools studied within the course. In the first module, the research team described the creation of a virtual classroom using a Learning Management System. The participants allowed students to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments.

For the second Module, the research team identified the importance of the use of technological tools to develop synchronous class activities. Students developed specific activities based on instructional practices and learned, at least eight technological tools, their usage in the teaching-learning process in virtual environments.

Finally on module 3, the research team summarizes the different digital materials designed for the teaching and learning of a foreign language. Participants learned how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants elaborated concrete activities using the technological tools (padlet, podcast, genially) selected for this course. They also carried out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. In conclusion; that virtual learning environments must be versatile enough for application with different language learning and teaching approaches.

RECOMMENDATIONS

Taking into account the importance of the use of virtual learning environments and educational applications in the learning of a foreign language, the team presents the following recommendations to the authorities of the Foreign Language Department and the School of Arts and Sciences:

- ❖ The authorities of the Foreign Languages Department and School of Arts and Sciences at the University of El Salvador are suggested to provide support and basic courses on how to use the various virtual platforms and educational applications for teachers of the Foreign Languages Department. This modernization of learning is on the rise due to Covid-19 Pandemic, and it gives teachers the opportunity to implement new technologies and applications applying different learning methodologies so that the students of the Foreign Language Department can improve their learning of a foreign language.
- ❖ Motivate the students of the Foreign Language Department to use Virtual Learning Environments as Schoology or Edmodo as a new Language Learning Strategy outside the classroom taking advantage of the large technology resources, online platforms and educational applications that can make the learning of a foreign language dynamic.
- ❖ It is suggested that the authorities of the Foreign Languages Department and School of Arts and Sciences review the teaching methods and technological resources used by teachers so that they can be improved by integrating new technologies to have a more friendly, dynamic and updated Virtual Learning Environment.

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APPENDIXES

Appendix 1:

Practice, Classroom creation:

The screenshot displays a Google Classroom interface for a class named "KAFT UES". At the top, navigation tabs include "Tablón", "Trabajo de clase", "Personas", and "Calificaciones". The main content area features three announcements:

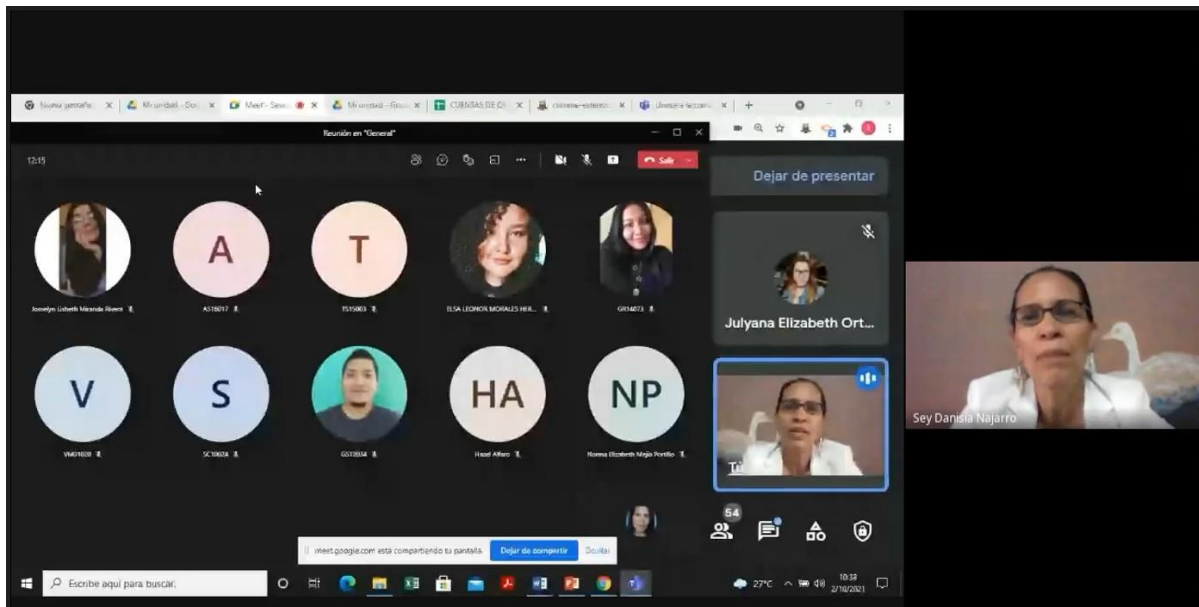
- Announcement 1:** "Anuncia algo a tu clase" (Announce something to your class).
- Announcement 2:** "Abraham Daniel Flores Quintanilla ha publicado una nueva pregunta: FORUM FOR DISCUSSION...".
 - Published: 3 mar (Última modificación: 10 mar)
 - Text: "Do you consider adverbs as an important part of speech? can you tell me why? Please write your comments in the below part."
 - Progress: 0 Entregadas, 0 Asignadas
 - Comment input: "Añade un comentario de clase..."
- Announcement 3:** "Karla Roxana Doñan Rivas ha publicado una nueva tarea: Quiz - The Adjective".
 - Published: 3 mar
 - Text: "Please make sure to read all questions carefully."
 - Progress: 0 Entregadas, 0 Asignadas
 - Assignment: "Quiz - The Adjective" (Formularios de Google)
 - Comment input: "Añade un comentario de clase..."
- Announcement 4:** "Francisco Antonio Sola Chavarria ha publicado una nueva tarea: Do ...".
 - Published: 3 mar
 - Text: "The first topic we're going to study about the verb is: THE TYPES OF VERBS. Write a short paragraph providing your answer. For completing this assignment, you have to go to Padlet and Publish your answers there."
 - Progress: 0 Entregadas, 0 Asignadas
 - Assignment: "Parts of Speech: The Verb" (<https://padlet.com/sc10024/c...>)
 - Comment input: "Añade un comentario de clase..."

On the left sidebar, there are three utility boxes:

- Meet:** "Unirme" button, "No visible para los alumnos" (Not visible to students).
- Código de clase:** "azr4xkc" (Class code).
- Próximas entregas:** "No tienes ninguna tarea para esta semana" (You have no assignments for this week), "Ver todo" (View all).

Appendix 2:

Screenshots from the classes:





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



Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:

1.2 Code: **EDII114**

1.3 Pre-requisite: **None**

1.4 Academic Credits: **3**

1.5 Target Population: **Students who have concluded their
academic process**

1.6 Month and Year: **August 2021**

1.7 Major Academic Unit: **Foreign Languages Department**

1.8 School: **School of Arts and Sciences**

1.9 Module Term: **8 Weeks/ 2 Months**

1.10 Hours per Module: **60 Hours**

1.11 Professors :

MsE. Blanca Alicia Menjívar González

Licda. Sey Danisia Najarro de Alvarado

MsDi. Juan Antonio Flamenco Flamenco

2. Module Description

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

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

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

4. Methodology

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

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

5. CONTENTS

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

Time Table

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

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

Books

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

WEBSITES

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

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

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

Friday, December 10th,
2021

- Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

***Artículo 147**

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

****Artículo 148**

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

****Artículo 150**

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse 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

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<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 to be used in the teaching and learning of foreign languages.

b) Specific objectives

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

- Use technological tools for the design of didactic materials.

- Elaborate digital materials for the teaching-learning of foreign languages.

-Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

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

5. CONTENTS

Week	Content	Resources	Evaluation
Week 1 Y 2	<ul style="list-style-type: none"> ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud 	<ul style="list-style-type: none"> ❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Week 3 y 4	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using and Creating a Google Site ❖ Using Genially 	<ul style="list-style-type: none"> ❖ Presentation tutorials ❖ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	<ul style="list-style-type: none"> ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations 	<ul style="list-style-type: none"> ❖ Readings ,tutorials ❖ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
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
<p style="text-align: center;">1</p> <p>Monday, January 17th to Saturday, January 22nd, 2022</p>	<ul style="list-style-type: none"> ❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">2</p> <p>Monday, January 24th to Saturday, January 29th, 2022</p>	<ul style="list-style-type: none"> ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
<p style="text-align: center;">3</p> <p>Monday, January 31st to Saturday, February 5th, 2022</p>	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">4</p> <p>Monday, February 7th to Saturday, February 12th, 2022</p>	<ul style="list-style-type: none"> ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
<p style="text-align: center;">5</p> <p>Monday, February 14th to Saturday, February 19th, 2022</p>	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

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

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

Artículo 147

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

Artículo 148

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

Artículo 150

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

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

Artículo 151

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

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

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

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

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

**UNIVERSITY OF EL SALVADOR
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**MODULE 3: DESIGN OF
DIDACTIC MATERIALS FOR
VIRTUAL ENVIRONMENTS**



Guidelines to create an interactive image

Elaborated by Sey Najarro

1. Learning Experiences

- Elaborate an interactive image in Genially
- Design creative content by using technology
- Select appropriate images according to the selected subtopic
- Use of at least 4 different features provided in Genially: audios, interactive elements, text, pages among others.

2. Task directions

You have to elaborate an interactive image in Genially

Take into account when elaborating your interactive image:

1. Think of your subtopic
2. Download an image related to your subtopic
3. You can modify your image if necessary.
4. Think of the type of content you want to design. It has to be related with your subtopic
5. Include the objective (s) of your design in the same interactive image
6. Create your interactive image with all the needed elements according your subtopic and the objectives.
7. The link must be shared on campus.ues.edu.sv

Due date: Saturday February 19,2022

3. Evaluation

Description according to the task	Grade
Performs the assignment reflecting the expected learning experiences and incorporates additional elements that exceed them.	1 0
Performs the task reflecting the expected learning experiences.	9
Performs the task partially.	7 - 8
Attempts but does not complete the procedure	5 - 6
Does not perform the procedures	3 - 4

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



MODULE 3: DESIGN OF
DIDACTIC MATERIALS FOR
VIRTUAL ENVIRONMENTS



Guidelines to create a Google
Presentation

Elaborated by Sey Najarro

1. Learning Experiences

- Plan and design a Presentation
- Use Google Slides to create a Presentation
- Design content according to a specific audience
- Apply the rules for content design (color palette and typography)

2. Task directions

To design your Google Presentation take into account:

- 1. The content you are going to design must be related with your subtopic**
2. Include your subtopic, your name and the objectives of your presentation in the first slide.
3. Give your presentation a title
4. Use your institutional account to create your presentation
5. It has to have from 20 to 30 slides
6. Include audio. Record your audio with your smartphone and then insert it in your presentation. (1-minute audio)
7. Insert a video from YouTube
8. Add appropriate images
9. Remember that less is more. Do not use more than 3 type of fonts in your presentation.
10. It is advisable to use only Sans Serif Fonts: Arial, Calibri, Verdana
11. Include background to your presentations and keep in mind that the text should be legible, clear, and visually appealing to the reader.

Elaborated by Ley Najarro

12. Do not overload with text on your presentation

13. Dark backgrounds should have light text.

14. Light backgrounds should have dark text

15. Less is usually more. Try to keep it simple and don't use too many colors

16. Copy the link to share it in campus.ues.edu.sv

Due date: Saturday March 5,2022

3. Evaluation

Description according to the task	Grade
Performs the assignment reflecting the expected learning experiences and incorporates additional elements that exceed them.	1
	0
Performs the task reflecting the expected learning experiences.	9
Performs the task partially.	7
	- 8
Attempts but does not complete the procedure	5
	- 6
Does not perform the procedures	3
	- 4

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



**MODULE 3: DESIGN OF
DIDACTIC MATERIALS FOR
VIRTUAL ENVIRONMENTS**



Guidelines to create a Podcast

January 2022

Elaborated by Sey Najarro

1. Learning Experiences

- Plan and write a script for an educational audio.
- Use audacity to edit audios in such a way that they sound accurate and capture the audience's attention.
- Host audios in SoundCloud to make them public so that anyone can listen to them.

2. Task directions

You have to plan an educational audio with a duration of 2 to 3 minutes.

To do this task you should follow the following steps:

1. Plan and write the script for your audio in a Word document. In this file you have to include: Objectives, audience, Name of the Podcast and topic. It could be an introduction to the selected topic.
2. Download background music to join it later with the audio that you will record.
3. Record your audio with your smartphone. The recording should be intended to be shared with your students.
4. Convert your audio to MP3 format.
5. Open audacity and import the audio and then the background music to edit them together.
6. Once you have finished editing, you must export the finished audio.
7. Login to SoundCloud (If you haven't created your account you must do it first)
8. Then host your audio and add an image.
9. Copy the link to share it in campus
10. The link must be shared on campus.ues.edu.sv
11. You have to upload the file with script and details like: audience, topic, objectives. **In PDF format.**

Due date: Saturday February 5, 2022

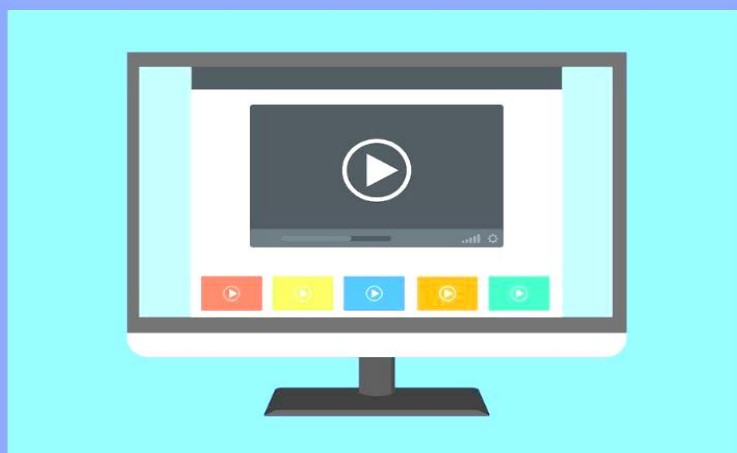
3. Evaluation

Description according to the task	Grade
Performs the assignment reflecting the expected learning experiences and incorporates additional elements that exceed them.	1 0
Performs the task reflecting the expected learning experiences.	9
Performs the task partially.	7 - 8
Attempts but does not complete the procedure	5 - 6
Does not perform the procedures	3 - 4

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



**MODULE 3: DESIGN OF
DIDACTIC MATERIALS FOR
VIRTUAL ENVIRONMENTS**



Guidelines to elaborate a video

Elaborated by Sey Najarro

1. Learning Experiences

- Plan and write a script for an educational video.
- Use Smartphones to record videos
- Use OpenShot to edit videos in such a way that they sound accurate and capture the audience's attention.
- Take into account the recommendations of experts when recording videos
- Host videos in YouTube so that the audience can watch them.

2. Task directions

You have to record and edit an educational video

To do this task you should follow the following steps:

1. Plan and write the script to make a farewell video for your students after they have finished the requested activities. **The video should be no longer than one minute.**
2. Download background music to join it later with the video that you will record.
3. Download images you are going to include in your video
4. Take into consideration the recommendations given in the class to record videos: lighting, background, what to wear in camera, camera angles, voice tone and so on.
5. Record your video with your smartphone.
4. Convert your video to MP4 format if needed.
5. Open OpenShot and import the video you recorded with your smartphone, images and the background music to edit them together.
6. Once you have finished editing, you must export the video.
7. Access YouTube to host your video
9. Copy the link to share it in campus.ues.edu.sv

Due date: Friday March 11,2022

3. Evaluation

Description according to the task	Grade
Performs the assignment reflecting the expected learning experiences and incorporates additional elements that exceed them.	1
	0
Performs the task reflecting the expected learning experiences.	9
Performs the task partially.	7
	- 8
Attempts but does not complete the procedure	5
	- 6
Does not perform the procedures	3
	-
	4