

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



TOPIC:

**“THE IMPACT OF TECHNOLOGICAL TOOLS USED FOR ONLINE EDUCATION”
“EL IMPACTO DE LAS HERRAMIENTAS TECNOLÓGICAS UTILIZADAS PARA LA
EDUCACIÓN EN LÍNEA”**

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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 ENGLISH WITH A MAJOR IN LANGUAGE TEACHING**

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Abstract

The specialization course: Administration of Virtual Environments for The Teaching and Learning of Foreign Languages seeks to specialize in specific areas to students who are enrolled in their graduation process of the three majors offered by the Department of Foreign Languages at the University of El Salvador. The main objective of the specialization is that students of the different majors can be at the vanguard with the latest in terms of tools, applications, and platforms for learning and teaching languages in a virtual way. For this reason, three learning modules were developed, which are divided as follow: Online English Language Teaching, Educational Applications for Learning a Foreign Language, and Design of Didactics Materials for Virtual Environments. The three different modules that were taught in the specialization course have been of great benefit to all undergraduate students as they learned very useful things that can be taken advantage of today in virtual teaching. Some examples of what they have learned are learning tools such as Google Classroom, Google Meet, Padlet, Powtoon, Kahoot, Liveworksheet, Nearpod, etc. Also, learning management systems such as Edmodo, Moodle, Schoology, Microsoft teams, etc. Participants also learned some audio, video, and pictures editing tools such as Audacity, Openshot, and Genially. In this report it is presented in greater depth all that was learned during the three modules of the specialization course as well as the achievements, conclusions, and recommendations.

Keywords: Virtual Environment, Virtual Teaching, Specialization Course, Learning Tools, Educational Applications, LMS.

I. Introduction

For many years, society has experienced many changes that are adopted through the process of socialization, in which globalization is on its way, and few countries have been left behind in terms of technological advances, El Salvador had been one of them. It is difficult for new generations to remember what the world was like, specifically in El Salvador, before the arrival of the Internet. Today, most activities such as homework, study, and work are carried out in the virtual world; most of its users are young people, but also adults, whether they are in elementary school, high school, or university, or work from an office or home. Likewise, the growth in access to Information and Communication Technologies (ICT) is transforming students' learning processes. ICTs have quickly become one of the basic components of modern society; a number of websites have emerged where students can find different types of information to help them to develop their academic activities and thus learn more. ICTs, and the Internet, in particular, provide language learners with the opportunity to use the language they are learning in a meaningful way in authentic contexts.

The Internet provides easy and quick access to the use of current and authentic materials in the language being studied, which is motivating for the language learner (Fitzpatrick, 2019). Such authentic materials include, for example, online newspapers, webcasts, podcasts, video clips of writing, or even video-sharing websites such as YouTube. Another motivating opportunity for language learning using ICTs is chat rooms and virtual environments where the language learner can practice not only the written use of the language but also speech and pronunciation, without fear of making mistakes.

The University of El Salvador, as a social institution, is providing through the specialization course "Administration of Virtual Environments for the Teaching and Learning of Foreign Languages" the appropriate use and management of platforms and teaching tools to facilitate student learning. In this way, future educators can be more and more at the forefront of virtual teaching, which has become very relevant

since the beginning of the COVID-19 pandemic. In addition, students from the Foreign Language Department at the University of El Salvador, as graduates, will have the ability to develop didactic materials virtually so that they can carry out different activities with their students and achieve more meaningful classes.

II. OBJECTIVES

GENERAL OBJECTIVE

- To describe the design and usage of online didactic material for virtual environments, by undergraduate students of the University of El Salvador.

SPECIFIC OBJECTIVES

- To classify the theoretical information about technological tools for teaching-learning language and their functions.
- To describe the developed activities during each module of the specialization course.
- To determine different recommendations and advice about how and when we should use online didactic material to learn and teach a foreign language.

III. THEORETICAL FRAMEWORK

Nowadays, the digital age has transformed educational systems worldwide, revealing new educational areas that have given the way to a new modality in the field of distance education, thus changing the way of teaching and learning, moving from a face-to-face modality to virtual or semi-face-to-face education, through the use of educational platforms and video conferencing applications.

A. How COVID-19 influenced the development of the teaching-learning in a virtual modality.

English has become the global language and there are two important dimensions to the successful learning of a second or foreign language: what goes on inside and outside of the classroom, then it is important to know how to implement this in virtual environments. When learning a language such as English, it is essential to develop four macro skills such as listening, speaking, writing, and reading at the same level. These skills are grouped into two main communication proficiencies which are oral and written communication where different tools of learning are developed to work virtually to improve these skills. At the same time, some external factors help improve students' proficiency in developing their macro skills, by having the opportunity to be exposed to the real English language in virtual environments, such as practicing these skills through platforms or websites that help students improve them.

The transition that has been developing from face-to-face learning to virtual learning has been quite fast and effective after COVID–19 pandemic. Since that moment at the University of El Salvador, specifically in the Foreign Language Department, the need to implement the specialization course in the virtual area was noticed. In fact, students, teachers, and everyone around the world were forced not to leave their homes due to the pandemic, and in turn, to look for alternatives to continue communicating and teaching-learning. Mainly, this was the reason that led students to learn about technological teaching tools which have helped to implement virtual teaching, because it allows students to submit papers without

having to search for their professors in a physical way. According to the digital research *Exploring the critical challenges and factors influencing the E-learning system usage during the COVID-19 pandemic*, “COVID-19 has forced the universities around the world to adopt online learning”. Students are now in a state of emergency and must react with different and available ways of learning such as e-learning systems and mobile learning applications. Online learning is not new to learners, nor is distance learning.

However, COVID-19 is reviving the need to explore online teaching and learning opportunities. Technological tools provide several resources in the form of documents, worksheets, and PowerPoints. Virtually, teachers can link students to other online pathways and embed YouTube videos, and newspaper articles, and provide platforms for students to create podcasts. As stated in the learning environment website *Firefly – What is a virtual learning environment? (2009)* “More than a virtual repository of learning resources, the most valuable virtual learning environments and virtual learning software offer gateways to unlimited avenues of connection, content, and learning with school leaders, students, and the parents”. In that way, having a virtual learning environment becomes more fundamental for the new education since it allows students to develop their skills by having an improvement of the practice area.

Moreover, although it has been a little more than two years since COVID-19 appeared in the world, education has not been the same and now the use of new technologies, online learning tools, applications for the management and control of classes and student activities are a fundamental part to continue with the learning process in all areas. Currently, education since the beginning of the COVID-19 pandemic has completely changed the way classes were taught in schools and universities and students' homes became the place of study because of the necessary regulations made by the infection. The face-to-face modality in which most educational institutions were working was forced to change to online and look for new teaching methodologies that could adapt to the emergency that was being experienced.

At the same time, the new digital era has come to transform educational systems worldwide, where teachers have had to adapt to the new demands that are being developed alongside a globalized and technological world. These transformations show the growth of a more virtual than face-to-face education, causing educational institutions worldwide to offer their courses in virtual learning modalities. This new educational method has proposed new curricula, connectivity, and equipment in ICT infrastructure, teaching and learning processes, as well as in the continuous training of teachers since this modality requires that they be trained and have the necessary digital skills to adapt and design innovative teaching strategies in virtual classrooms.

B. Transition from traditional education to modern-digital education.

Furthermore, teaching English has passed through different methodologies and approaches over time. In the past, teachers used basic tools such as a green board and chalk in the classroom to teach their class before the arrival of technological resources. English language teaching professionals have learned to integrate these useful resources to make their lives easier, and their job better. English teachers as a second or foreign language must find creative ways to help students understand the complexity of language in its different elements, such as grammar, sound, and form.

In recent decades, technology has progressed and improved in a variety of ways with the development of technology, while education has also seen a change in teaching methodology. Nowadays, teachers can connect a laptop to a flat-screen TV and present videos, pictures, dialogues, role-plays, listening exercises, movies, and everything else that can be done with this wonderful technological device. Furthermore, the impact of technology in teaching English as a foreign language can be varied as well as the advantages and disadvantages of using technology in teaching-learning English.

Also, the increase of knowledge and the progress of technology in our country has been growing significantly over the years, especially in education. Education worldwide and in our country at the University of El Salvador has had a significant impact in which nowadays classes are taught with the use of technology since it facilitates the way in which a subject can be taught and helps students who are deeper into this world feel more motivated by their learning process. Currently, technology is part of everyone and is a fundamental part of our development as human beings since it is included in study and work. Therefore, old and new teachers should look for methods, technological tools, and applications that keep them at the forefront of the latest in terms of new technologies for teaching to achieve more meaningful classes.

Therefore, the use of technology and internet access from home became a priority in order for teachers to continue fulfilling their role as educators and for students to continue their learning process from home.

C. Use of technology in the 21st century for the teaching environments.

Furthermore, education in the 21st century is the center from which all changes and developments emerge in information technology. This culture needs to be learned along with the use of hardware and software resources, the system needs to be educated to use information technology; otherwise, the purchase and transfer of technology and investment will be nothing but a waste of resources. It is very important to know and analyze the importance of online education in the 21st century because in that way teachers and students can take advantage of all the resources that technological resources offer. There are four major areas that explain why technology is essential to 21st-century education.

First, as stated in the learning environment the website *Why Technology is Essential to a 21st Century Education?* (2015) “The addition of technology into the classroom can help transform the classroom experience from a classic teacher-centered one into a student-centered experience – with students taking

a more active role in their learning. In a student-centered classroom, the teacher becomes more of a guide as the students engage with and tackle the day's lesson. And there is nothing better than seeing your students fully engaged". For teachers it is very important that students feel comfortable in the classroom, make them feel confident with themselves and with the teacher makes the teaching-learning process easier and productive, and technology engages the students to be more independent in the learning process.

Second, the area that explains why technology is essential points out that technology provides teachers and students with access to a variety of educational resources that inspire creativity, critical thinking, communication, and collaboration. This means that the variety of technological tools improves the teaching-learning process because having a lot of resources create a comfortable environment for the process. There are many benefits of the variety of resources such as it promotes inclusion and the development of digital literacy skills. Also, it extends learning beyond the text, and beyond the classroom walls. It ultimately exposes students and teachers to new online global communities. This in turn promotes global awareness, which is an essential component of 21st-century education.

Thirdly, as a teacher, it is essential to keep in mind that every student is different from each other and that is why their needs of them are different. In the teaching area, knowing the needs, weaknesses, and strengths of the students allow the teacher to help them in the area they need to be guided. The use of technology requires practice and getting familiar with that takes some time. As stated in the learning environment the website *Why Technology is Essential to a 21st Century Education? (2015)* "We all know that there has been, and will continue to be, different levels of students in our classrooms – and with uniquely important learning needs. Through the use of instructional technology, differentiated instruction can be made much easier. It can become more of a reality with differentiated instruction, students are provided an education that is personalized – and that meets them where they are, developmentally. More

students are able to benefit from this type of instruction. The use of technology also provides students access to very rich learning materials outside of the classroom”.

Finally, the last area says that students must have access to the technological tools that allow them to prepare for their future according to their needs and expectations in the academic field. Integrating technology in the classroom is not easy work because it requires constant preparation and innovation over time. There are a lot of tutorials available on the internet that can help students and teachers to get familiar with the old and the new technology. While there are many schools successfully integrating technology into their classrooms, there is an even larger number of schools that are suffering from a big lack of technological resources even in this 21st century.

To summarize, with the impact of the COVID-19 pandemic around the world, everything changed, especially in the education area. The COVID-19 pandemic has affected all the education around the world causing an impact on the educational opportunities for a huge amount of students and teachers. As it was mentioned before, the lack of technological tools in many schools around the world suffered the COVID-19 pandemic with more difficulties than the schools with many technological resources.

Then, going from traditional education to a completely virtual education was an arduous task for teachers, students, and parents, since no one was prepared to drastically change their lifestyle; traditional education was forgotten for a while, teachers ceased to be the main guide for the student’s learning process, turning the computer and the Internet into the main teacher of millions of students of all ages and academic levels. *According to Fernando M. Reimers (2022)* “The study also confirmed that most governments created alternative education delivery systems during the period when schools were closed, through a variety of modalities including online platform, television, radio, and paper-based instructional packages. Governments also adopted targeted measures to support access to this platform for

disadvantaged students, provided devices or subsidized connectivity, and supported teachers and caregivers”.

Lastly, a very common obstacle for teachers and students is unreliable technology. Even the best prepared and innovative lesson using technological tools can collapse when there are technical issues. The typical teacher population in most schools includes novice, intermediate, and advanced technology users.

IV. Description of Activities

Module 1

The development of the first module “Online English Language Teaching” of the specialization course was during the months from August to October of 2021. During this time, the class learned the importance of the learning theories for the development of academic activities. During the whole module, the team learned how to use a variety of technological tools to be used in the teaching-learning process, such as Canva, Google Classroom, Schoology, etc.

For the first and second week of the module, the teacher presented to the students a lot of important information about virtual teaching (online) and its application in teaching language, as well as the importance of the accurate and correct application at the moment of the teaching-learning process. As a team, different learning theories (objectivism, cognitivism, constructivism, and connectivism) were studied. Also, the team analyzed the theoretical information through discussion forums in which each student gave their opinions and understanding. Learning management systems were studied; for better understanding, a good deal of information about E-learning, its definition, and application as well as virtual teaching and its applications in teaching languages were studied, clarifying doubts through group discussions.

During the third week of module I, the team went in-depth on the topic of LMS, studying the most common websites (Edmodo, Schoology, Teams, Google Classroom, Moodle, etc.) that students can use in the teaching-learning process. The team watched some educational videos about those websites in order to know their usage and features. In order to understand better and know more about how to use those websites, each student created an infographic about the most common websites, explaining their function and highlighting their features each one.

During the fifth week of module I, the professor gave students a very useful tutorial on how to use the studies' websites. The tutorial was focused on how to use the main features of the website, and how to create groups, teams, or virtual classrooms. Also, the teacher gave a demonstration of how to upload multimedia, create quizzes, presentations, and forums, the example was presented in google classroom. In the sixth week of module I, groups of four students created a virtual class in google classroom, using the main features of this website, for example, uploading didactic material (videos, presentations, links, etc.), creating quizzes, forums or assignments. After creating the online class, each group gave a demonstration of their work to the whole class.

In the seventh week of module I, the research team studied the platforms that they can use for video conferences (Teams, Meet, Zoom). The teacher explained how to use them and the advantages and disadvantages of each one, presenting video tutorials, informative videos, and discussion forums in order to answer questions and clarify doubts about their usage. At the end of the module, each group gives a demonstrative class through a video conference in google meet in order to put into practice what was learned during the whole module.

The first module of the specialization course was a very productive part of this process. It was like an introduction to the world of virtual education because nowadays it has become a more and more common way of teaching and learning. The research team learned a lot of new things such as educational websites, educational apps, and platforms for video conferences.

Module 2

The development of the second module *Educational Applications for Learning a Foreign Language* of the specialization course was during the months from October to December 2021. During this time the team learned how to use the technological tools that are used to teach online, such as Edpuzzle, Flipgrid,

Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, and Powtoon. In this manner, the team got familiar with theoretical information about technological tools for teaching-learning a language as well as their functions. In addition, as a team, we defined the terms of the different technological educational tools.

In the first two weeks, the research team learned about the fundamentals and principles of using technological tools for educational purposes and their foundations. At the same time, students practiced this by creating an infographic in which they included what they had learned about this topic. During the next week, the team learned how to use Edpuzzle and Flipgrid, which are two interesting technological tools that developed different kinds of activities. For instance, Edpuzzle is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. This allows teachers to engage directly with students on a subject. Then, Flipgrid is a video discussion tool that is designed with the might of Microsoft to work specifically for teachers and students in a digital classroom for discussion and learning, that does not require a physical classroom to get everyone involved. In this way, students learned how to create a video in Flipgrid about the technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.

In weeks three and four, the team learned about the technological tools of Flippity and Liveworksheets. Where they can define Flippity as a free resource for teachers that allows the creation of quizzes, flashcards, presentations, memory games, and word searches. While it can be used by a teacher as a presentation tool and work assignment, it is also a great way to get students to create their projects. On the other hand, students stated that Liveworksheets is a tool that allows teachers to create interactive worksheets for their students, where teachers upload traditional print worksheets in PDF or as word documents and can transform these interactive exercises using different formats such as multiple-choice, drag and drop or join the arrows, which can include audios or videos if necessary. It is also possible to create speaking exercises where students have to record themselves using the tool's microphone.

During weeks five and six students practiced with the technological tool Nearpod, which is an online tool that allows teachers to use slide-based teaching in the classroom. Nearpod helps teachers make any lesson interactive whether in the classroom or virtual. They can create interactive presentations that can contain Quizzes, Polls, Videos, and Collaborative Boards. Moreover, when the research team used Padlet they reflected that is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. This digital notice board can feature images, links, videos, and documents, all collated on a "wall" that can be made public or private. This means that not only can teachers post on the wall but so students too.

Furthermore, for the research team, the practice in the technological tool Kahoot was really enjoyable because it is an online game-based learning platform. It allows teachers, organizations, and parents to set up fun web-based learning for others. As well, Powtoon was interesting and nice as is an online platform for creating short video presentations, and students could practice this by creating our video. Powtoon gives anyone the ability to create professional videos and presentations. The information that it is present there could be libraries of animation, live-action video, images, designed backgrounds, soundtracks, moving graphics, or visual content and voiceover.

In the two final weeks of this module, students were evaluated through a presentation of a demo class using technological tools to teach a language for the development of the class. In that time, they could put into practice what they have learned about these fantastic technological tools.

Module 3

The development of the third module *Design of Didactics Materials for Virtual Environments* took place between January 21th and March 12th, 2022. During all this time, students learned how to use at least four web tools for the design of educational materials, and how to elaborate materials such as

podcasts, online presentations, interactive images, and videos, among others. As a fundamental part of the culmination of this specialization, students completed an integrative task through which they applied the competencies acquired during the three modules.

During the first three weeks, students learned how to use the audio editing tool called Audacity, which is very helpful for making educational podcasts for language teaching. At the same time students learned about the use of Audacity, they learned how to create a podcast which was the first evaluated activity. After that, in week four, students learned the appropriate use of Genially, which is a very interesting and useful tool for the elaboration of interactive pictures. During the process of learning how to use Genially, students practiced in class and demonstrated what they learned in Genially by making an interactive image about a topic of their choice. In week 5, students developed their second evaluated activity which was to elaborate an interactive picture set to the subtopic that had been stipulated to each student at the beginning of the course.

During weeks six and seven the research team learned about the basic color theory that they should use when creating a Google presentation to make it nice in terms of colors and easy to read with a correct font style. Then, students learned how to elaborate a Google presentation taking into account the aspects of colors and font style that should be used and the steps to add audio, images, videos, links, etc. After that, students developed the third evaluated activity which was to create a Google presentation related to the subtopic that was stipulated to them at the beginning of the course. Also, the team learned how to record a video from their smartphone following important aspects such as lighting, an appropriate place to record, etc. After that, students presented as a fourth evaluated activity a farewell video following the steps to record from their smartphone which they had to add to the Google site that they would present later as a final defense. In week eight, at the end of the course, students created a Google site related to their main topic and each of the subtopics with all the evaluated activities they did during the module. In addition,

they would add 2 activities related to the tools learned in module two and create a Google classroom with activities such as forums, assignments, and exams linked to their Google site. All this, with the purpose of presenting everything learned in the third module and past modules.

V. Achievements

- The team created a virtual classroom in order to put into practice what was studied during the first and second week of module I, using a Learning Management System (Google Classroom, Schoology, Edmodo, Moodle, etc.) available on the internet.
- Students planned and developed synchronous class activities that can be carried out in virtual classrooms in order to create an interactive environment for the students and teachers, using a variety of technological tools (Kahoot, Powtoon, Liveworksheets, Padlet, etc.)
- The research team analyzed at least eight technological tools (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Google Classroom, Powtoon) and learned their usages in the teaching-learning process in virtual environments, creating and practicing different activities.
- The team designed digital material to be used in the teaching and learning of a foreign language, using a variety of apps and educational tools (Genially, Audacity, etc.)
- Students integrated tools such as presentations, educational games, quizzes, interactive images, podcasts, educational videos, and many others, to present content in a virtual learning environment, using Google Sites and Google Classroom.
- The research team created podcasts and educational videos that can be added to the virtual classroom created by each member of the group in order to add a variety of content or to present deep information about a specific topic, using Audacity, SoundCloud, and OpenShot.

VI. Conclusions

- The team achieved the objectives of the different modules of the specialization course, in a way that fulfills the expectations. The accurate use of the Technological Tools and Learning Management System in a virtual environment to create a meaningful teaching-learning process, was the main purpose of each module.
- The team learned how to develop activities that are very useful and important today in language teaching in a virtual environment such as videos, podcasts, interactive images, and creative PowerPoint presentations that will be very useful for them as future teachers since this will help them to be at the forefront in the virtual field.
- The team has learned the importance and application of Learning Theories for the development of the English language teaching methodology in virtual learning environments. It helps students in a great manner because they have substantial bases of the knowledge that they acquired, and a way to better understand how students learn in different environments according to their needs, academic levels, and access to technological resources.
- The team learned how to create activities in which students can interact with each other and the teacher, about a specific topic through discussion forums. This benefits students to continue learning by providing their opinions about a topic, providing contributions that they consider more relevant, or simply asking about any questions they have. All this contributes to the implementation of activities in which opinion or discussion is requested for the future development of classes.

VII. Recommendations

- Students need to include more technological tools for the teaching of the English language, as well as interactive activities during the classes by the teachers who develop the modules in order to create a more creative and productive teaching-learning process.
- Students should be more focused on activities that are related to the four macro skills, specifically listening and speaking. This will help students to have better practice in their pronunciation, which is important for having a good understanding.
- The authorities need to improve the process of the different modules. It would be faster for the students, as well as the procedures for starting the specialization in order to help the students to take advantage of the time and learn as much as possible and improve their abilities in the specialization process.
- The authorities should offer more opportunities to future graduates by offering opportunities to teach in future specializations in order to put into practice all the things learned during each module because in that way students will improve their professional abilities in the teaching area for future job opportunities.

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X. Appendices

Appendix 1: Syllabus Module I



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



**Module 1: Online English Language
Teaching**

PROGRAM 1

1. GENERAL INFORMATION

1.1 Module 1:	
1.2 Code:	EDIII14
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 18 th 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

*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>

Appendix 2: Syllabus Module II



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



PROGRAM 2

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.	<ul style="list-style-type: none"> - 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.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Guideline for a video in Flipgrid with the characteristics of the technological tools studied.</p>	Video in Flipgrid, Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.</p>	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.	<p>Multimedia material</p> <p>Guidelines for the demo class using technological tools to teach a language</p>	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.	- 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 the advantages and disadvantages of 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
8 Saturday, December 4 th to Friday, December 10 th , 2021	Demo class using technological tools	- Demo class using technological tools - Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

I. CLASS PARTICIPATION AND ATTENDANCE*: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screenshot 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, and 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 the Teachers' responsibilities. If needed, students must resort 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.

9. WEBSITES

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

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

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

Appendix 3: Syllabus Module III



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



PROGRAM 3

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"> ❖ Presentations 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	<ul style="list-style-type: none"> ❖ Fundamentals of video creation ❖ OpenShot working environmen. 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities 	Elaboration of a video

Time Table

Week/Date	Synchronous Session	Asynchronous Session
<p>1 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>2 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>3 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>4 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>5 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 video production ❖ 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 screenshot 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 preventing 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.