

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



Topic:

The Impact of Technological Tools on Teaching.
“El impacto de las herramientas tecnológicas en la Enseñanza”

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**Informe Final de Curso de Especialización “Administración de Ambientes Virtuales para
la Enseñanza y Aprendizaje de Idiomas Extranjeros”
Specialization course “The management of the virtual environment for Foreign Language
Teaching and Learning”**

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I. Abstract.

This document contains information and experience about the specialization course named: The management of the virtual environment for Foreign Language Teaching and Learning. The fundamental things in order to learn online education and the application of it in online English Teaching.

Some of the technological tools that the specialization course offers are: Google Meet, Google Classroom, etc. furthermore, the correct use and management of some technological tools more like: Edpuzzle, Kahoot, Canva, Powtoon, Flipgrid, Nearpod, Padlet and more. To make sure to use in online environment for academical purposes.

Key words: E-Language Learning Environment, Learning Management System, Asynchronous e-Learning, Synchronous e-Learning, Online Learning, Distance Learning.

II. INTRODUCTION

The present research refers to the Specialization course "Management of the virtual environment for the Teaching and Learning of Foreign Languages"; whose students from the University of El Salvador took this course and learnt how to teach English class online. Therefore, this course is how to teach and work about platforms such as Powtoon, Padlet, Live Worksheet, Genially, and others.

Besides, the students completed three modules, and they did a lot of activities during that course. Every module, the students worked and learnt various types of platforms and how to use them. Every platform is easy to use and practice, however it is fun for teaching and learning with other students, because the students are able to make presentations, add videos, upload pictures, watch videos, take quizzes online and so on.

So the students worked in Module I, how to use Google meet and Google Classroom. Google Meet is a video conferencing app. It is the education version of Google's Hangouts platform. Meet takes the headaches out of joining a video call at work. Just set up a meeting and share a link. Google Classroom is a free web-based learning platform developed by Google, where teachers can run a class online, create curriculums, and share assignments with students in a paperless way. The platform simplifies teacher-student collaboration by leveraging the various G Suite services like Google Docs, Sheets, and Slides.

Module II, the students learnt how to use and work some platforms like: Edpuzzle, Flipgrid, Flippity, Nearpod, Padlet, Kahoot, so the students learnt how to use Edpuzzle, 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.

Flipgrid is a video discussion platform that helps educators see and hear from every student in class and foster a fun and supportive social learning environment. Then, Nearpod is a student engagement platform that can be used to amazing effect in the classroom. It is simple to use. Padlet is a place where students can create a single or multiple walls that are able to house all the posts you want to share.

Last module III, the students learned how to use Google Slide, Google Site and for what, how to work with the students around the world. Therefore, Google Slides is a presentation program included as part of a free, web-based software office suite offered by Google within its Google Drive service. The service also includes Google Docs and Google Sheets, a word processor and spreadsheet respectively. Google Sites is a free tool that lets you create websites and is compatible with other Google apps like Docs, Sheets, and Slides.

Finally in every module, the students had to learn how to use and work in a group of 4 and everyone organized a lesson plan for teaching the English language on all these platforms and each module the students had evaluations in groups.

III. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

-To identify multimedia resources according to the teaching learning process that contribute and are suitable in virtual education.

-To use technological tools to plan and develop synchronous class activities.

-To integrate tools to present content in a Virtual Learning Environment.

IV. THEORETICAL FRAMEWORK

I- HISTORICAL BACKGROUND.

December 2019 was the beginning of a new paradigm for the whole world, everything has changed during the pandemic, most of the world instated social distancing rules, and preventive mask-wearing in public. The reality and daily life was changed in all aspects by a virus that takes millions of victims, so it was necessary to facing up. In the academic field, classes must be implemented almost immediately in virtual environments, forcing an evolved in teaching area.

Jennifer and J. Andrés. (2020)*COVID-19 The educational response in Guatemala. Educational Research Center. Said that only one in four teachers is prepared for online teaching, and that the most prepared were those who teach in the private sector(p. 5).* Part of this gap is because many private schools already had classes on virtual platforms or have digital books, which made the transition less complicated.

As a solution to the lack of online resources or knowledge about the platforms, one in three of the respondents turned to WhatsApp to deliver the content to the students and make the written guides to later transfer them to their students. **Diana Brown (2020 p.9)**, *president of the Association of Private Schools in Guatemala, acknowledged that the transition to online education has not been easy since most educators received traditional training that did not include online classes.*

The research also revealed that teachers are concentrating on teaching math, reading, and communication, neglecting many other important areas. This is because these subjects are seen as skills and competencies that will be used in the future to be developed in other areas. Additionally, students are learning less content, as following a curriculum in class is not the same as at home. This is not to mention those students who do not have the resources or technological skills necessary to continue learning from home.

The biggest challenge is to know the training, the learning method, and the technological infrastructure. Also, the adaptation of the teachers and the institutions was enough in these months to guarantee that the graduates, of any level, received the adequate knowledge to move on to the next one. Student stage. With the arrival of COVID-19, it is clear that changes must be made to teacher training in the future. Teachers need to know teaching methodologies and the use of technologies to move from face-to-face to online teaching. For their part, the new generations are digital natives and are growing up in the Fourth Industrial Revolution, so their adaptation to online education becomes a necessary skill. It is essential to constantly train teachers to master new technologies and help their students overcome the challenges that the digital age brings.

In contrast with the example on Guatemala. The university already had virtual class, however on April 2020. The University Of El Salvador, implement virtual in many majors in order to solve the student's needs. However, the implementation of specialization course on foreign language department had taken more time, and it was implementing on August 2021.

The professional training process of the university is conceived as a dynamic activity, never static, in which the demands of society with respect to the professional future. It must be a process that ensures the acquisition of significant knowledge and the development of capacities. This allows students to transform into an active element for the society to fill out all the requirements that the national reality needs in El Salvador.

II TECHNIQUES AND STRATEGIES

Wanting to maintain the same face-to-face routine in online environments ignores several equity concerns around access to technology, as well as going against research-based best practices for online learning. It is impossible to believe that students can be in front of the computer for seven hours at a time. Especially assuming that at home there is a computer for each member of the family and the necessary bandwidth to support the different activities that are carried out online today. The reality is that online education is more than a screen with internet access. For the teacher to be successful teaching in an online modality, they must know how to create and deliver engaging lessons for this environment and that students have the digital literacy skills to access them. This is where the great learning gap between basic level students and higher education students is reflected.

Younger children do not have the independent learning ability, attention span, or fully emotional maturity to learn for long periods in virtual learning environments, nor the ability to solve technical problems that may arise. Secondary school students, and even high school students, are not better off since in many cases they are the ones who are accompanying the little ones, helping them in their classes while their parents' work.

The other struggle you must face is whether you are using the right technology for the benefit of your students. Am I using technology for the benefit of my students, or am I using technology for its own sake?

Here are three questions to help you determine if you're using the right tools.

- Does the tool allow my students to do or create something that they were not able to do before?
- Is it an easily accessible tool for my students?
- Does the tool give full attention to the lesson?

Wise says that “digital learning starts with teachers, whose performance is enhanced by technology, not the other way around”.

Educators, as well as parents, students, librarians, and community leaders, can learn about innovations in the classroom and gain new ideas. Good teaching especially involves working with changing technologies.

On the other side, the virtual teaching methodologies are positioned as strategic allies of all teachers and educational institutions that seek for their students to have unlimited professional and personal development.

Internet and digital technologies have revolutionized teaching techniques and strategies around the world. Let's see the strengths of each of the categories into which the most avant-garde online teaching methods or online training are subdivided.

Synchronous Method

It is a type of learning in which several people exchange knowledge, ideas, or experiences at the same time.

The main resources used in the synchronous method are videoconferences, audio, and live presentations.

They are essential as a social intermediary because they help to interact in real-time.

Asynchronous Method

-Statistics show that recorded courses are the most successful format among virtual teaching methodologies.

-The asynchronous method is one of the most powerful self-teaching strategies because it allows the student to learn and discover concepts on their own without the need for instant interaction or feedback.

-It is valuable because students can access the information whenever they want.

B-Learning Method

-The blended learning methodology is a combination of asynchronous and synchronous methods. This teaching can integrate digital and face-to-face media at the same time.

-It has been shown that blended or blended learning optimizes. The student's training, since they learn at their own pace with recorded classes and at the same time can interact with the teacher and their classmates during live classes that can be face-to-face or remote.

The magic of online education is that it allows students to cover topics that are recent and relevant to their jobs or businesses, and immediately put them into practice.

And this, of course, is affected by the innumerable presentations that an online course can have. Let's review the main temporary formats of virtual learning methodologies.

Brief Courses

They are training sessions of a few hours when students become familiar with new topics and learn concepts, techniques, or strategies that they can implement immediately.

Medium Duration Courses

These workshops are spaces of several hours when the topics are deepened and go beyond just teaching a strategy that the student can replicate, but instead focus on developing new skills.

Long Learning Routes

These online learning formats with tens or hundreds of hours of the educational curriculum is transformative programs. Since, students gain knowledge and skills that will lead

them to change their careers, start a business or optimize their businesses and generate a huge competitive advantage.

III TECHNOLOGICAL TOOLS

Technology is changing the experiences of learning with increasing speed. The span of technological change in the last few decades seems massive, but in reality it is only the beginning of a new era. With technology driving change, what is learnt one day can be outdated the next. The applied use of technology through digital learning platforms has the potential to accelerate personal growth in learning and enable learning to happen ‘anywhere, anytime and anyhow.’

The potentially unlimited boundaries of digital space can extend the parameters of physical space- the opportunities created by digital spaces are therefore potentially limitless. Technology enables a learner to move seamlessly from the real world, to a digital world in a microsecond.

Digital learning platforms are powerful tools to support and extend paradigm shifts. A digital learning platform can create and analyze data, providing real time support to a learning experience. This is relevant at both personal and collective levels. Digital learning platforms can be the gateway to capturing a learner’s journey, making any learning visible to any audience.

Education platforms encourage students to:

- Collaborate

- Communicate
- Share videos, photos and homework assignments

To help students learn, you can set up classes, distribute and collect homework assignments.

Plus, virtual platforms give parents the opportunity to take part and supervise their child's progress from home. Some examples are:

Flipgrid

It is a conversation-starter, enabling students and teachers to share videos about a relevant subject. Starting guides and webinars are available to teach you and your students how to use this unique platform. Best of all, it's free!

Kahoot!

Nothing gets kids more excited than a good classroom quiz (and a little healthy competition). Kahoot! Was created to work with live video conferencing tools such as Zoom, Skype, and Google Meet and blends educational games with fun questions to promote learning. Kahoot! Also encourages kids to create their own games and share with other students.

Google Classroom

Google Classroom requires the use of a Gmail account to access Classrooms. This platform is fantastic for easy communication, teamwork and sharing homework files. Plus, you can even use Classroom to make a class website and store important resources or information for students.

There are plenty of pros for an online platform. This includes the instant availability of the education, and that learners are not limited by geography and can attend class anywhere-even

from the comfort of home. The learning is also self-paced, as it can accommodate a variety of learning styles and learner needs as it is more flexible. There is also the benefit that learners don't need to commute to the school, reducing the cost and burden of education, which can also be a time saving benefit as well. It's hard to predict what online education will look like ten years from now, many online learning resources will be available in the near future. Online studies have become a great way to supplement traditional classroom learning.

V. DESCRIPTION OF ACTIVITIES

Module I

The first module was related to the fundamentals of online education and its application to English Language Teaching, specifically in the virtual way.

Week one and two were like an introduction of ourselves by giving a little view to what the course will be about, checking some information about theories of learning and rules of how to communicate in an online environment then. After that the students had their first evaluation about answering a question in a discussion forum, the question was: According to learning theories, is online English language learning feasible? Yes or no and why? And the students had to justify the answer, of course. The students had to do this activity in a forum that the teacher published for them on campus.

During weeks three and four, the students watched some videos and learned more related to the Learning Management System (SAA-LMS) for the creation of some material and use in online courses. After that, the students developed the second evaluation that was created an Infographic on Canva. In this Infographic, the students had to select 4 Learning Management Systems and put the features of each of them. Then, when the Infographic was ready, they had to download it in pdf format and share this document in campus.ues.edu.sv.

During weeks five and six, the students learned about Educational platforms and their use or applications for online asynchronous, especially Google Classroom. The students watched some videos about how to create and use Google classroom and the features that the

platform can offer them. Then, the students developed the third evaluation that was in groups of 4, they had to create a Google Classroom course and have some students there and then, send to their teacher some photos (5) in which the teacher could see their classroom. The first photo was the name of our group in the classroom that the students created. The second photo was about the resources that they uploaded (could be presentations, videos from YouTube, etc.). The third photo was related to the activity that each member had to create (could be material, forum, a quiz, or homework assignment.) The fourth photo was related to the same activity of the third photo, but this time the activity was finally created and uploaded in the group. The fifth and last photo was about students interacting in the activity that each member of the group created. These photos were uploaded in a pdf document and shared in campus.ues.edu.sv.

During weeks seven and eight, the students learned how to use some platforms for video conferences like zoom, teams, and meet. The students have watched some tutorial videos to facilitate their learning about how to use them. Then, last week, the students developed the fourth activity which concluded module I. This activity was a demonstrative class using the platform MEET, in groups of 4, the students had to create a video class planning; they had to elaborate the planning on pdf format, in which should be scheduled the activities that each member of the group will be in charge, the group had a time limit of ten minutes to present the activities. The document was in pdf format and shared in campus.ues.edu.sv.

With all this information, the module one finished.

Module II

Module II was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. Some of the technological tools that the students used during this module were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon, etc.

During the week one and two, the students looked a list of some technological tools for educational purposes, key concepts, and principles through PowerPoint presentations, and reading material, some technological tools were: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen and Powtoon. Then, the students developed the first evaluation that was the elaboration of an Infographic to identify the principles of the use of Technological tools for teaching a language. They had to choose four technological tools to create the Infographic on Canva. Then, the students downloaded the Infographic in pdf format and shared it on campus.ues.edu.sv.

During weeks three and four, the students learned through presentations, material like pdf documents and some tutorial videos key concepts, general information, features, advantages and disadvantages, and some practice of the following technological tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. Then, they moved to the second evaluation which was the creation of a video summary about the following technological tools: Edpuzzle, Flipgrid, Flippity, and Liveworksheets. The video had a duration between 5 or 10 minutes, and the format was in MP4, in the video; the students had to record themselves talking about the advantages, disadvantages, and features of the technological tools that were mentioned before. At the end of the video, the students had to make a reflection of the use of these tools related to

learning and teaching a language. The video was uploaded in their drive session with their institutional account, when the video was uploaded, the students had to share the link on campus.ues.edu.sv.

During weeks five and six, the students learned through presentations, material like pdf documents and some videos key concepts, general information, features, advantages and disadvantages, and some practice of the following technological tools: Nearpod, Powtoon, Padlet, Classroomscreen, and Kahoot. Then, they moved to the third evaluation which was the creation of a video using the tool Powtoon. This video was about the advantages and disadvantages of the use of technological tools when teaching English. The duration of the video was about 3 to 5 minutes and at the end of the video, the students had to give their point of view about using technological tools when teaching English. Then, the students had to share the link in campus.ues.edu.sv.

During weeks seven and eight, the students developed the last evaluation which was a demo class using technological tools in the development of the class. This evaluation was individual, each student had from 5 to 8 minutes to develop his/her demo class using one of the following educational tools: Nearpod, Kahoot, Padlet, or Live Worksheets and choose a topic. Then, the students had to select a macro skill (Listening, Reading, Speaking, and Writing) or subskill (Grammar, Vocabulary, or Pronunciation). And finally, the students created a lesson plan describing the activity with the tool that they decided to use. The lesson plan was shared on campus.ues.edu.sv.

With all this information, the module II finished.

Module III

The third and last module, the students learned to use some web tools for the design and development of educational materials, and the students elaborated materials like: podcasts, interactive images, and online presentations, create videos and more. The students also had an integrative task that was about the creation of a Google Site linked to the Google Classroom platform. This work was in groups, each group had to choose a topic for a subject of the English area and the topic had to be broad so that each member of the group was assigned a subtopic to develop.

During weeks one and two, the students learned about the fundamentals of using multimedia resources in a virtual learning environment, the use, and creation of podcasts, using Audacity and SoundCloud through reading and video tutorials. Before starting the first evaluation the students had to make groups of 4 and select a topic and subtopics related to the English area because all the evaluations from this module were related to the topic and subtopics that each group decided. Then, the students developed the first evaluation that was based on the creation of an educational audio related to the subtopic that was previously picked, with the duration of 2 to 3 minutes, and uploaded in SoundCloud. This evaluation was individual. During the creation of the audio, the students had to create a script in a word document in which they included: objectives, audience, name of the podcast, and topic. Then, the students had to download background music and record their audio with a smartphone and convert the audio into mp3 format. After that, the students used audacity to put the audio and the background music together and fix it. Finally, the students uploaded their new audio to SoundCloud. After that, the students shared the link of their audio on campus.ues.edu.sv with their script in pdf format.

During weeks three and four, the students learned more about the fundamentals of image selection, the students watched some videos about creating a Google Site, and they practiced a little, and they learned about how to use Genially. Then, the students moved to the second evaluation, which was the creation of an interactive image based on the chosen subtopic. The students had to access Genially and create an image there, they used some features that this tool offered us, they added objectives, text, transition images, and more. Finally, the students upload the link of their interactive image to campus.ues.edu.sv.

During weeks five and six, the students learned about the fundamentals of creating presentations and through videos and information they learned about using Google presentations, and the students started to create a Google site in the groups that were created in the first week. Then, the students moved to the third evaluation, which was the creation of a Google presentation always related to the subtopic chosen. This presentation had to be included: the name of the subtopic, the name of the creator and the presentation objectives. The students had to include an audio of themselves with the duration of one minute, the students had to insert in the presentation a video from YouTube, added appropriate images and colors. The presentation had to have from 20 to 30 slides. Then, when the presentation was ready, the students had to share the link of the presentation in campus.ues.edu.sv.

During weeks seven and eight, the students learned about the fundamentals of video creation and learned through videos how to use Openshot. Last week, the students worked on the sites where previously tools were created and uploaded all the evaluations that they have done for this module. However, the students have created another Google Classroom for the final task. Then, they passed to the fourth evaluation, which was the creation of a video. The video was like a thanks video for their "students". The video had to be no longer than one

minute. Therefore, the students had to work with Openshot to edit a video with added background music and some images with the transition. Then, when the video was ready, the students had to upload to YouTube and then copy the link and share it on campus.ues.edu.sv.

Finally, the final task. In the task, the group presented to an audience the topic and the subtopics in their Web Site and the Google Classroom with all the activities that each member of the group was in charge of. Each group had 20 minutes to present to the class all the information and tools that each one applied. Individually, each member had to present the page of the website that was in charge, his/her had to say the tools that publish on his/her page and why, then, moving to Google Classroom his/her had to explain the activity that created in the classroom (welcome forum, discussion forum, homework, and quiz) and the purpose of that and finally, each member had to use two tools learned in module II, they could use in the Web Site or in Google Classroom on campus. Therefore, the students had to share the link of their website and the link of their Google Classroom Course and a document in pdf format that contained the names of the members of the group, the name of the group, general topic, subtopics, and the name of the activity in classroom that was assigned to each member (welcome forum, a forum for some discussion, quiz, and assignment.)

With all these activities and information the module III and the specialization course finished.

VI. ACHIEVEMENTS

- The team learned how to use Google Meet by creating meeting classrooms or making some forum discussions.
- The team learned how to use Canva in order to create Infographics to give information about a specific topic.
- The team learned the use of some tools like Openshot, Powtoon, and others to edit videos more professionally for learning purposes.
- The team learned more deeply the use of Google Classroom to create content, upload information or material, design some assignments, and elaborate a quiz.
- The team learned how to create a Google Site, the purpose of uploading material like videos, presentations, interactive images, and more and sharing it with students for their learning.

VII. CONCLUSIONS

Nowadays, the pandemic is still here, for that reason technological tools are the solution to teaching in these times.

Thanks to it, learners of English benefit from a variety of activities based on diverse materials that allow students to acquire knowledge of the language they are learning as well, it facilitates the delivery of their work and the sharing of information to their classmates.

On the contrary, it has also been concluded that the use of Educational Technology presents disadvantages and challenges. For instance; the community argued that the lack of access to technology is a challenge for students and teachers at the FLD to apply technology in the teaching and learning process, since an important number of students expressed that they do not have access to some technological resources. Consequently, it represents a difficulty for learners because if they do not have access to a computer they cannot develop tasks and activities to improve their English skills such as gathering information, creating presentations and displaying these contents to their fellow students.

On the other hand, the research team concludes that the specialization course has been an excellent option to graduate because the research team learnt how to teach in a virtual way and they learn about the implements or tools that they can use in order to create or design learning material. Through the specialization course the research team will be able to know and understand a variety of technological tools, their concepts, features, advantages and disadvantages.

VIII. RECOMMENDATIONS

The research team has prepared some recommendations to improve and promote the use of technological tools.

- Authorities at the University of El Salvador should enable teachers to access a variety of curricular and pedagogical models, via technology in order for them to be more prepared and give to students more information.
- Professors should develop the integration of more technological tools to teach in a virtual environment in order for students to have more options at the time to create or design material about a topic in specific or only to give information about something.
- Professors have to encourage students to use technology correctly. Smartphones, computers, tablets, smart TV are elements they can use easily and install apps that allow them to communicate with native speakers.
- Authorities at the University of El Salvador should promote more the use of technological tools to teach in a virtual environment.
- Students should use technology and all the benefits that it offers them in order for them to enlarge their way of learning and put in practice in online environment.

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X. APPENDIXES

LEARNING MANAGEMENT SYSTEMS
LMS

moodle

Is a system of courses to create learning sites online or could be a complement for presential learning. Moodle is the most popular open source LMS that people use in many parts of the world. The tutor has the absolute control about the contents of the course, students can share their opinions, doubts, homeworks and more and it's free to use.

Edmodo

Is an educational social platform that allows the communication between teachers, students and parents of students. Edmodo allows teachers to make classes, do exams, share content and resources. It's free, the design is similar to Facebook and just like it needs an account to access safely.

The infographic is a vertical poster with a light blue and white background. At the top, the text 'LEARNING MANAGEMENT SYSTEMS' and 'LMS' is displayed in large, bold, black letters. Below this, the Moodle logo is shown in orange and white. A text box on the left describes Moodle as an open-source LMS. To the right of the text is a circular graphic with an orange map of the world and several small circular images of people using computers. Below the Moodle section, the Edmodo logo is shown in blue. To the left of the text is a screenshot of the Edmodo interface. The text describes Edmodo as an educational social platform. At the bottom, there are two illustrations: one showing a teacher and students in a classroom setting, and another showing a yellow padlock on a black background with various file icons.

Appendix A: Infographic



Is another free learning platform, simple and easy to use, is like a social network of teachers and students who share opinions, resources etc. With schoolology they can create discussion forums, bulletin boards, upload their own resources or ideas and they can include information hosted on external platforms like Google Drive.



**SYNCHRONOUS
LEARNING**



**ASYNCHRONOUS
LEARNING**



Is another educational platform that many universities use in many parts of the world, this platform allows students to access to contents, classes in a synchronus and asynchronous way. Is easy to use and it contains the necessary to create content.





STEPS

1- Start your paragraph with a general topic sentence that introduces the person.

2- Focus on the most striking part of their appearance first.

3- Focus on physical details that hint at the person's personality.





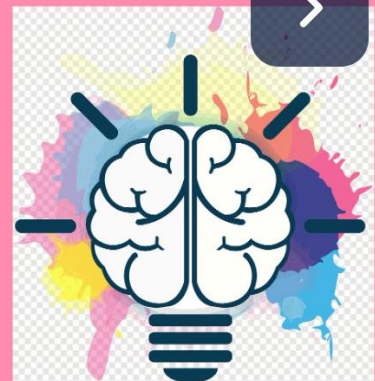
4- Fill any last details to give a good general picture.

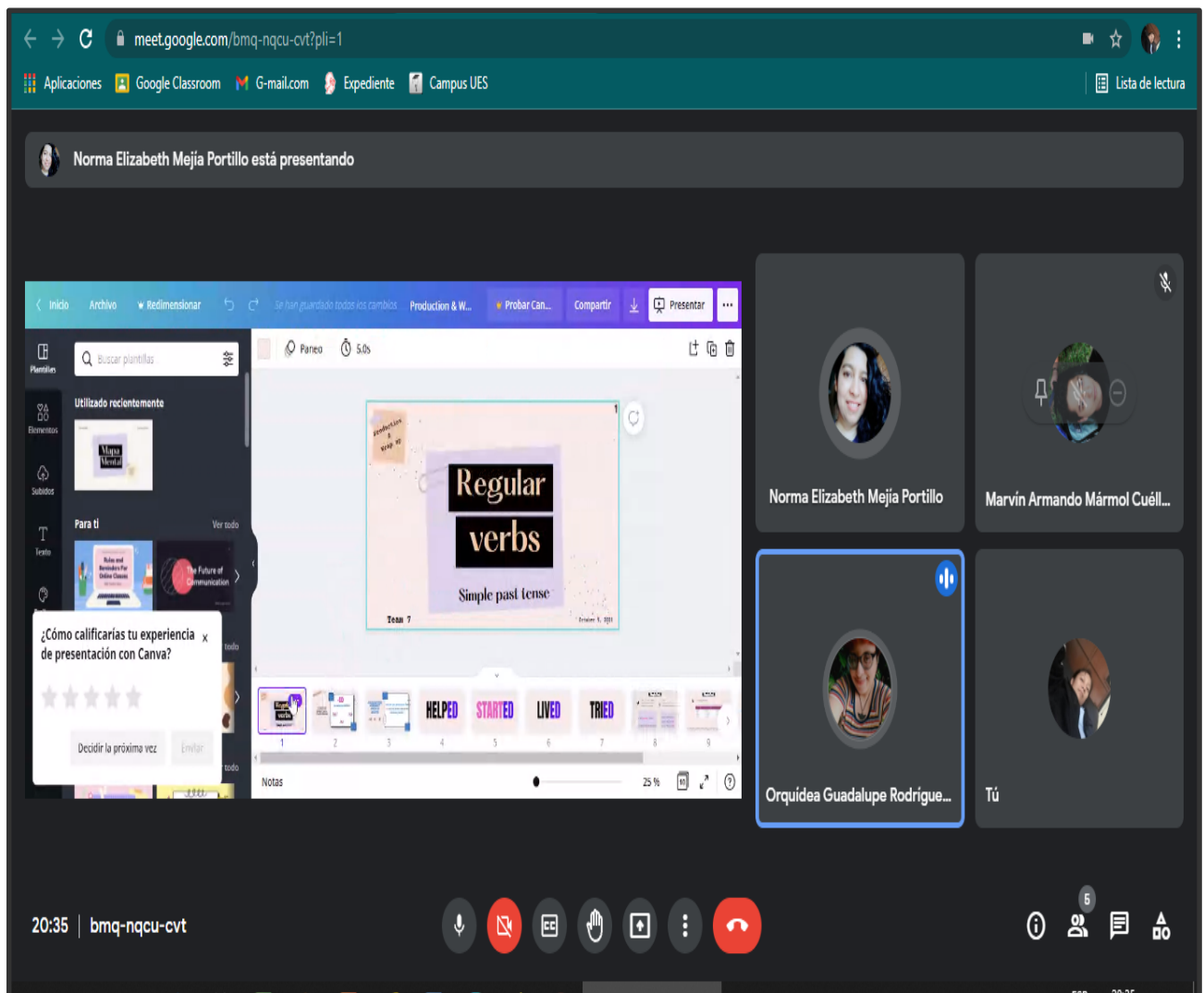


5- Use figurative language and strong adjectives throughout your paragraph.

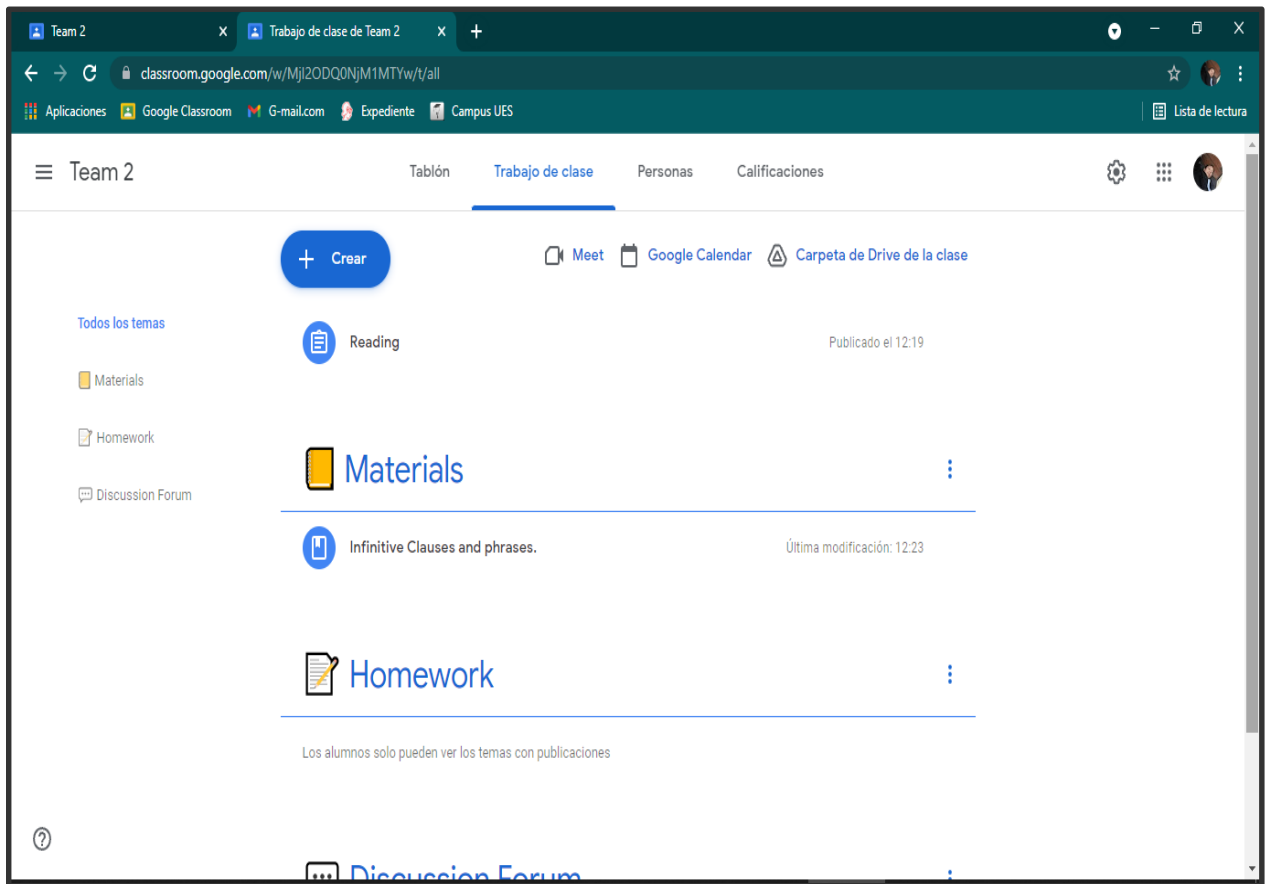


6- End the paragraph with a resonant description or conclusion.

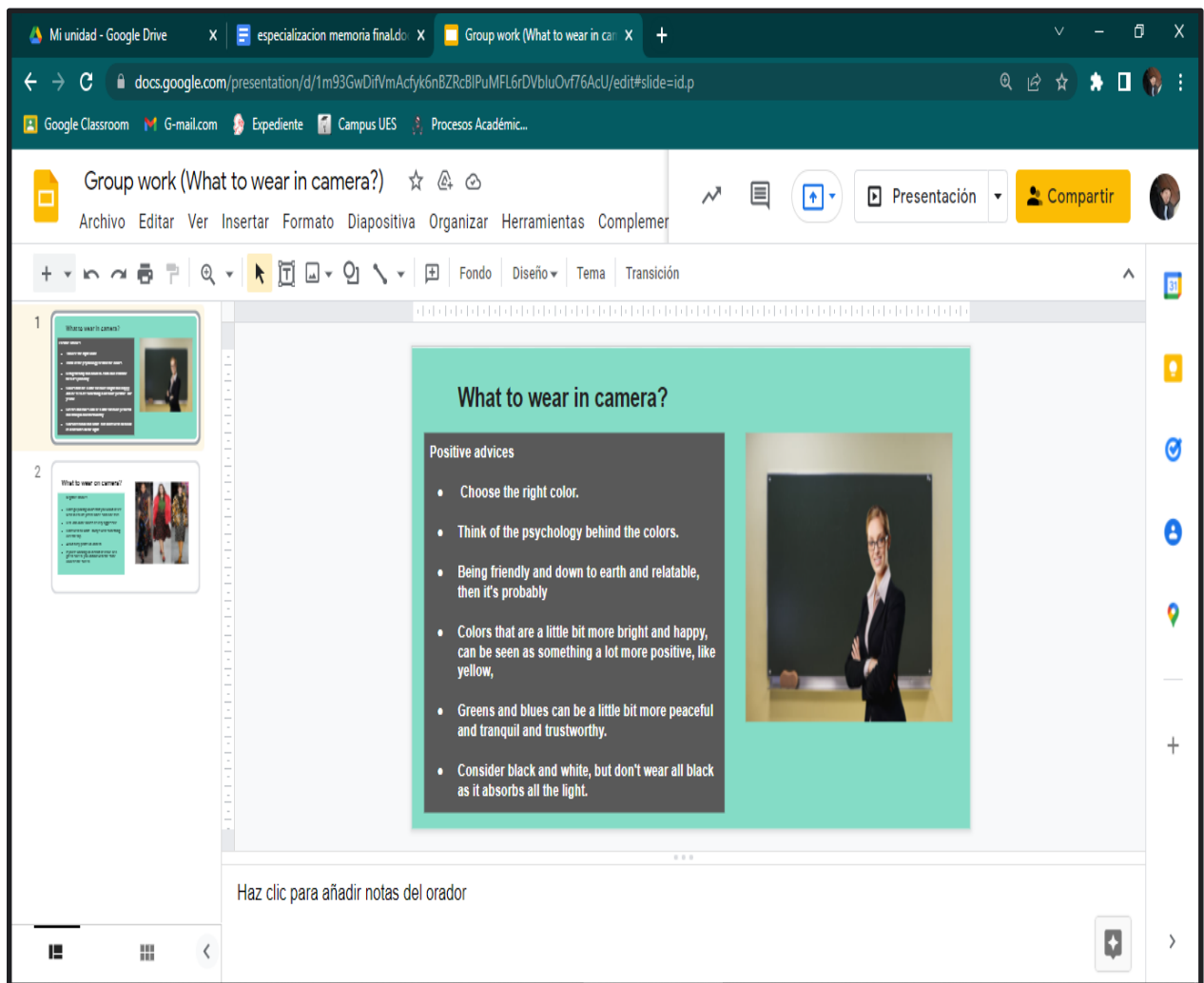




Appendix C: Google Meet



Appendix D: Google Classroom



Appendix E: Google Slide

Browser tabs: Mi unidad - Google Drive, especializacion memoria final.do, The Tale three brothers - Present. x

Address bar: docs.google.com/presentation/d/1oX4TNbdVVsUcKib3-4qobXOX3teWWMxWXwXxEcEe_5E/edit#slide=id.p


Navigation: Google Classroom, G-mail.com, Expediente, Campus UES, Procesos Académic...

The Tale three brothers


Archivo Editar Ver Insertar Formato Diapositiva Organizar Herramientas Compleme

Presentación Compartir


Fondo Diseño Tema Transición



1




2



3

What is a tale?

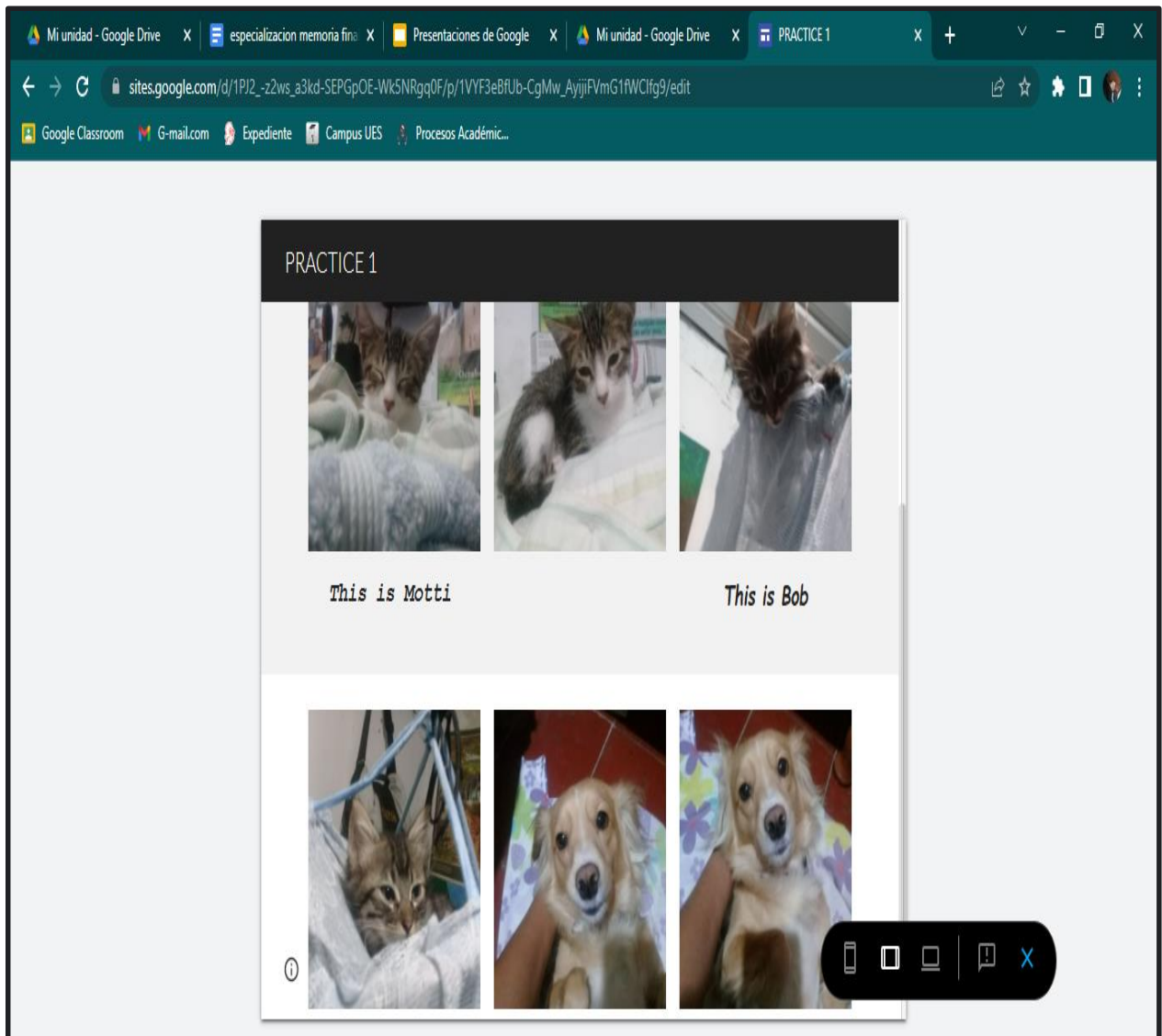
A tale is a story, usually one that is full of adventures and heroes. Some tales are true, but most are made up by the author's imagination.



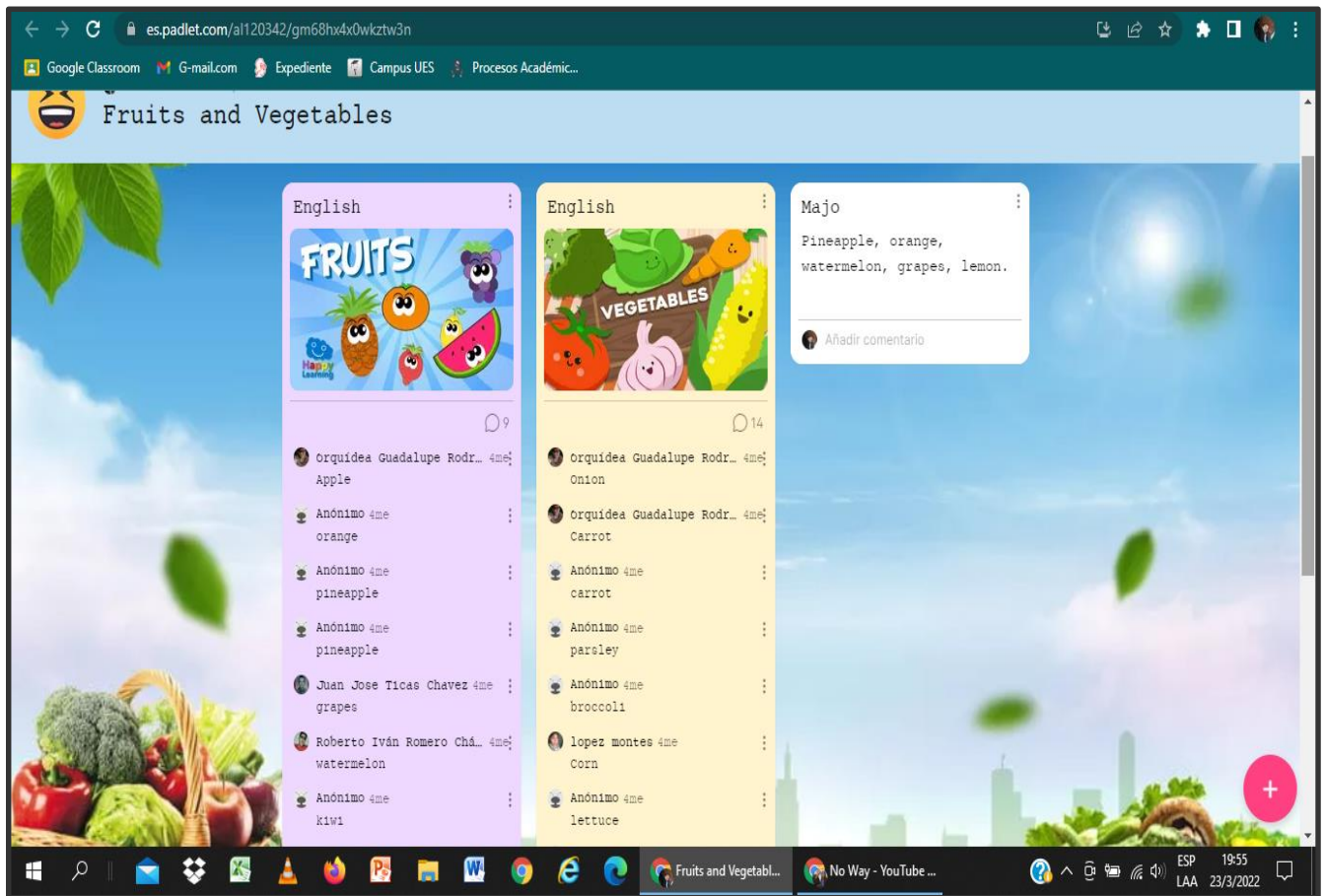
4

Haz clic para añadir notas del orador

Microsoft Excel 2010



Appendix F: Google Sites



Appendix G: Padlet



**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%)

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.

Time Table

Week	Synchronous session	Asynchronous session
<p align="center">1</p> <p align="center">Saturday 21st Monday 23rd - Wednesday 25th</p>	<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
<p align="center">2</p> <p align="center">Saturday 28th Monday 30th - Wednesday 1st</p>	<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
<p align="center">3</p> <p align="center">Saturday 4th Monday 6th - Wednesday 8th</p>	<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
<p align="center">4</p> <p align="center">Saturday 11th Monday 13th</p>	<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
<p align="center">5</p> <p align="center">Saturday 18th Monday 20th - Wednesday 22nd</p>	<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
<p align="center">6</p> <p align="center">Saturday 25th Monday 27th - Wednesday 29th</p>	<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
<p align="center">7</p> <p align="center">Saturday 2nd Monday 4th - Wednesday 6th</p>	<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
<p align="center">8</p> <p align="center">Saturday 9th Monday 11th - Wednesday 13th</p>	<ul style="list-style-type: none"> ● Demonstrative class (MEET) 	<ul style="list-style-type: none"> ● Forum to answer questions or clarify doubts

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.

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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 Menjivar 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
1 Monday, January 17 th to Saturday, January 22 nd , 2022	<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
2 Monday, January 24 th to Saturday, January 29 th , 2022	<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
3 Monday, January 31 st to Saturday, February 5 th , 2022	<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
4 Monday, February 7 th to Saturday, February 12 th , 2022	<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
5 Monday, February 14 th to Saturday, February 19 th , 2022	<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 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.