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

TOPIC:
E-TOOLS FOR VIRTUAL LANGUAGE TEACHING

HERRAMIENTAS DIGITALES PARA LA ENSEÑANZA VIRTUAL DE IDIOMAS

PRESENTED BY:

Josué Emmanuel Del Cid Tejada   (DT12004)
Heizzer Vanessa González Vásquez   (GV12021)
Luis Enrique Osegueda Aguilar   (OA11025)

INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS

THE MANAGEMENT OF THE VIRTUAL ENVIRONMENT FOR FOREIGN LANGUAGE TEACHING AND LEARNING

TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND ENGLISH

LIC. JUAN ANTONIO FLAMENCO FLAMENCO, MSDI
SPECIALIZATION PROFESSOR

LIC. MIGUEL ANGEL CARRANZA CAMPOS, MsE
GENERAL COORDINATOR OF THE GRADUATION PROCESS

CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL SALVADOR, CENTROAMERICA, MAY 2ND, 2022

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SPECIALIZATION PROFESSOR

LIC. MIGUEL ÁNGEL CARRANZA CAMPOS, MsE.

GENERAL COORDINATOR OF THE GRADUATION PROCESS

INDEX

I. ABSTRACT

This document describes the experiences of a specialization course on the management of virtual environments for teaching and learning foreign languages. The basics of online education and their application in online English teaching with a learning management system (LMS)—a virtual learning management system — allow educators to manage, administer, organize, evaluate and coordinate learning activities in a virtual setting.

The Software applications include Google Classroom/Meet, Edmodo, Microsoft Teams, etc. Also, the correct usage of educational applications such as Edpuzzle, Nearpod, Kahoot, Powtoon, and more. To ensure that the learning process takes place in a virtual environment, the design of didactic content is essential. Integrating technological tools, auditory and visual learners can benefit from the technology during synchronous and asynchronous classes.

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

II. INTRODUCTION

E-learning or electronic learning has developed in the last years because of different situations that the world has faced, without obstacles, and has opened opportunities where all kinds of software, e-tools, and technology have been able to find a place in the learning process. The learning management systems (LMS) are a consequence of the developments in virtual learning and everything that refers to online education. Our educational system has undergone some changes in recent years because of the pandemic COVID-19 and its derivatives. Professors' teaching methods have changed, and they must adapt to these new technological methods, as these technologies serve as a tool for teaching and learning. The new generation finds it difficult to adjust to this method of teaching and learning. Nowadays, different areas or activities of life are developing in the virtual world. The field of education is not the exception; most of its users are young educators, whether they are teaching primary education, high school, or college.

Likewise, the growth in online education is transforming students' learning processes. Authorities from the Foreign Language Department have proposed a specialization course on the administration of virtual environments for teaching and learning foreign languages; as a new way of getting their college diploma, and also to help new professionals to get involved in virtual education; by using a sort of different learning tools, and software applications, such as Camtasia, Genially, Kahoot, Flipgrid, etc. to create a variety of activities, including recording podcast, elaborating interactive content (images, online educational games), editing videos, using Google Suite (Gmail, Docs, Slides, Drive, etc.) and administrating Learning Management System web-based such as Google classroom, Microsoft teams, Edmodo, etc; The goal of this specialization course is to assist students become professionals in using educational tools for online classes; it allows foreign language learners to use everything related to the language they are learning in significant ways in real-life situations. The team has been designing, creating, and developing meaningful activities for gaining experience in

E-learning fields. As students of the Foreign Language Department, the team wants to share in this document the positive learning experience that has been gained during these six months of hard work alongside the professor and how each module of this specialization helped to have a better understanding of what online education is, and the appropriate use of tools and software that can be useful in virtual class modalities.

III. OBJECTIVES

A. General:

- To manage a virtual environment for teaching and learning foreign languages.

B. Specific objectives:

- To Design didactic materials using technology techniques.
- To find multimedia resources that contribute to and are appropriate for virtual education based on the teaching-learning process.
- To Define the concepts and principles which are related to educational technology instruments.

IV. THEORETICAL FRAMEWORK

As a result of COVID-19, education systems were impacted that had never been seen before. However, the pandemic's effects have provided an unequaled learning opportunity. As a result, technology has now become the primary teaching and learning tool.

The proper application of technological tools has the potential to transform education drastically. Students now have access to a technological tool that can be used for educational purposes.

1. Technology

The fast development within information technology and the possibilities to inherently use online teaching and learning facilities including social media represent new challenges and demands facing researchers of language learning, teacher education and teachers (Chapelle, 2009; Thomas, 2009; Wang & Vásquez, 2012; Warschauer, 1996, as cited in Petersen, 2014).

The need for ICT integration in education is crucial, because with the help of technology, teaching and learning is not only happening in the school environment, but also can happen even if teachers and students are physically in distance. However, ICT integration is not a one-step learning process, but it is a continual process of learning that provides a proactive teaching-learning environment (Young, 2003, as cited in Ghavifekr, S et al., 2015).

(Grabe, 2007, as cited in Ghavifekr, S et al., 2015) Technology integration nowadays has gone through innovations and transformed our societies that has totally changed the way

people think, work and live. As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider ICT integration in their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012, as cited in Ghavifekr, S et al., 2015).

2. Education and Technology

2.1. Online collaborative learning (OCL)

Online collaborative learning (OCL) is a theory proposed by Linda Harasim that focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building. Harasim describes OCL as: a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use as a means to reshape formal, non-formal, and informal education for the Knowledge Age" (Harasim, 2012, p. 81). Like Siemens, Harasim sees the benefits of moving teaching and learning to the Internet and large scale networked education. In some respects, Harasim utilizes Alberto Barabasi's position on the power of networks. In OCL, there exist three phases of knowledge construction through discourse in a group:

1. **Idea generating:** the brainstorming phase, where divergent thoughts are gathered

2. **Idea organizing:** the phase where ideas are compared, analyzed, and categorized through discussion and argument

3. **Intellectual convergence:** the phase where intellectual synthesis and consensus occurs, including agreeing to disagree, usually through an assignment, essay, or other joint piece of work (Harasim, 2012, p. 82, as cited in Picciano, 2017).

3. Learning theories in the online environment

Behaviorism, cognitivism, and constructivism are the most frequently used learning theories in the creation of learning environments. However, these theories were developed in times when learning was not influenced by technology (at least as much as it is today). In the last two decades, technology has changed how we live, communicate and learn. Learning needs and theories defining learning processes and principles should reflect the underlying conditions of the social environment of the current situation (Khatibi & Fouladchang, 2015, as cited in Boyraz & Ocak, 2021).

Learning theories are mainly concerned with how the brain functions during the learning process. As well as technology, advances were also made in learning theories and how they can still be applied in online environments. Since this paper addresses the virtual environments in learning online, the following assumptions are made about e-didactical learning's features.

3.1 Constructivism

(Duffy & Cunningham, 1996) Argue that within a constructivist framework, technology is a means to expand cognition i.e. it makes possible varied learning activities that are dynamic, rather than just a simple redistribution of cognitive labor. They focus on the role of technology as a tool for the learner.

The constructivist view of learning dominates much of the literature on online learning, both in recognition of the importance of the social aspects of online learning and the flexibility it affords to diverse student needs (Clerehan & al. 2003; Miller & Lu, 2003, as cited in Hamat & Mohamed, 2010)

Another important implication of constructivism for the construction of technology-supported learning environment is that learning is a personal, as well as a social activity. The penetration of technology into the learning process can have profound consequences for how learning takes place socially (Hamat & Mohamed, 2010)

3.2 Connectivism

Learning in online environments changes the dynamics of power. Self-directed consumption reveals a sense of flexibility, freedom and control that supports reflective "deliberate learning actions" and being part of the whole in participatory environments. Therefore, the age of Connectivism includes the power of technology that normalizes behaviors in flexible learning environments (Abrams, 2013, as cited in Boyraz & Ocak, 2021).

3.2 Behaviorism

(Jabali, n.d) Considering Bandura's and Skinner's views that behavior is driven by conditioning, we can assume that a virtual learning platform with forums and a high level of interactivity would be productive for students. Forums are a common feature in many learning modules for online courses. However, this interactivity should not just come in the form of chatrooms and casual conversation. According to Mosalanejad in 2017 (as cited in Jabali, n.d) PBL, or problem-based learning, is an innovative technique that engages students as well as provides them with opportunities for communication.

The history of behaviorism in educational technology can be found in a teaching machine constructed by Skinner in 1958. Skinner's teaching machine was a rote-and-drill machine where individual instruction was presented in the form of a book; the machine housed, displayed, and presented programmed instruction. This teaching machine can be viewed as a form of early technology which can be compared to today's basic educational software (Weegar & Pacis, 2012).

3.4 Blending learning

Blended learning combines face- to-face method and the use of computer in teaching learning process (Grgurovic, 2011). Blended learning aims at providing effective and efficient learning experience by combining learning environment which suits the students (Chansamrong, 2014, as cited in Isti'anah, 2017).

The students have found their motivation to achieve the goal in class. The positive outcomes shown by the students cannot be separated from their engagement of the learning environment. It is undeniable that computer and internet become the students'

part of life. Consequently, students' positive effect on learning outcomes is reflected after they experience a blended learning class (Moreno, 2012, as cited in Isti'anah, 2017).

The academicians explained, "We use blended learning approach to extend individual support to the learners. The learners feel comfortable and pleasure while using technology-based learning materials for meeting their individualized learning needs; and according to their own pace". They also asserted, "Blended learning creates interest and motivation among students by involving their more senses. Thus they are engaged to the optimum level of their potential in learning activities. They learn according to their mental capacities. They can blend their knowledge and information with learning activities and situations" (Hussain et al., 2019).

V. DESCRIPTION OF ACTIVITIES

1. Module 1

The first module of this specialization course was about Online English language teaching. During this module, participants learned the fundamentals of online education and its applications in English language teaching; Specifically, the virtual teaching approach, like using an LMS (Learning management system) to set up a virtual classroom, develop asynchronous activities on Moodle (Campus UES), and use platforms like Google meet for synchronous activities by the guidance of the course professor.

During weeks one and two, the course instructor taught about synchronous and asynchronous learning, some learning theories (Behaviorism, Cognitivism, constructivism, Connectivism, and multiple intelligences), presenting their advantages, disadvantages, views of learning, and its implications in virtual modalities. Additionally, the team studied all information related to E-learning, virtual teaching in the macro skills (speaking, listening, reading, and writing), and the different activities that can be created in synchronous and asynchronous modes. Then, the professor assigned the first task, which consisted in writing a comparative essay to set a comparison between theories of learning in a virtual environment and theories of learning in traditional classrooms, taking into account the theories learned in class. After that, students had to post it on an academic forum on campus at UES.

On weeks three and four, participants started a new topic that was about LMS (learning management system), its features, examples of the most common language management systems, how those LMS can be used to serve a variety of learning theories, and its impact on online education, also the team learned how to manage an online course applying the four macro skills. The professor explained formally and interactively these topics by using PowerPoint presentations and providing lots of information in PDF documents. Then, the class moved on to the second task, Lic. Flamenco requested the participants to create an infographic (visual representation of data) on Canva. First, participants had to research more information about the four LMS. and select their most important features to use in the infographic; Finally, participants uploaded their infographic in a specific format on campus to be checked by the professor.

During weeks five and six, the team went deeply inside Google classroom as a tool to manage a class and looked at its advantages and disadvantages, how to set it up properly to administer our classroom, and its characteristics. Then, on week six, the team created, saved, and retrieved a course on google classroom, how to insert assignments, quizzes, questions, links, and assign roles (students/teacher). The participants learned all these aspects with the professor's assistance. Then, for our third task, the team had to create a google classroom course in groups of five, adding all aspects learned during these weeks. Some of them were naming the Google classroom course; selecting a macro skill; uploading material for a 45 minutes class with a welcome message, material related to the topic chosen previously, and an evaluated activity. Then, each group had to assign the role of teacher to Lic. Flamenco, to get feedback from him.

In the last two weeks of module one, the participants learned what OCTs (Online conferencing tools) are, and also looked at remarkable examples of OCTs like Zoom, Microsoft Teams, and Google Meet, their importance in synchronicity and interactivity. The professor explained under which circumstances we can use each of those OCTs by knowing their features and their positive and negative aspects. As the last task, the team performed a demonstrative class at Google meet. First, the participants selected a macro skill, and we prepared a 15 minutes class around it; then, a lesson plan and educational material were created based on that macro skill for the class. Finally, the participants developed the chosen topic during a class session on Google meet.

2. Module 2

Module two is called educational applications for learning a foreign language. This second module was about the theoretical fundamentals and how to use technological tools for teaching-learning a foreign language in a virtual modality. The team went through eight online tools learning their usages in the teaching and learning process in virtual environments. The research team also developed specific activities based on instructional practices with the guidance of our professor: Licda. Blanca Alicia Menjívar González.

In the first two weeks, the participants learned all about educational technology from its concept, which is the study and practice that facilitates learning and improves performance by creating, using, and managing technology resources and processes. Then, Licda. Menjívar explained the characteristics, goals, and purposes of educational technology using well-designed PowerPoint presentations to cover everything about the theoretical part of the topic. Then, the participants developed the first activity which consisted of elaborating an Infographic related to Educational technology and its benefits in foreign language teachings. For this activity, Licda. Blanca Menjívar requested us to use Canva and Genially, which are tools for creating educational content, such as infographics, interactive images, and charts. Finally, the participants downloaded the infographic and shared it on campus.ues.edu.sv to receive feedback from our professor.

In weeks three and four, the topic was Educational tools for learning. During that time, the research team gathered concepts associated with educational applications. These tools can be any software or application which can be accessed via an Internet connection and enhance an educator's ability to present information and a student's ability to access information. In addition, the professor taught us different types of educational tools and showed us how to use them properly. Those tools were Flipgrid, EDPuzzle, Flippity, Liveworksheets, Powtoon, Nearpod, Padlet, Kahoot, and Classroomscreen.

After that, the research team started our second task. First, the participants created a video using Flipgrid; then, the students selected two educational tools, and the participants prepared a short description and a concrete example of how to use them in class. Finally, the participants uploaded the video on Flipgrid to be checked by the professor.
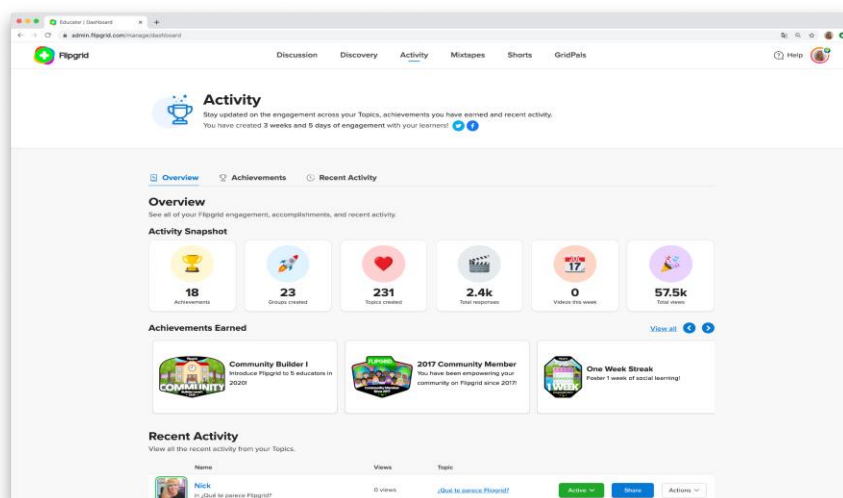
On weeks five and six, Licda. Menjívar instructed us to use more educational tools such as Nearpod, Powtoon, Padlet, and Kahoot. The third evaluation was about using Powtoon (an online web-based page for creating short videos from zero, or you can use online templates created by other users) to recommend an educational tool. Then, the participants searched for information related to that educational tool, its uses in online classes, essential features, and the activities the participants can create on it or how to use it in our class sessions. After recollecting that information, the research team had to elaborate on a video on Powtoon; then, the participants shared the link to that video on Campus UES.

During the last two weeks of module two, the participants performed the final evaluation which consisted of a demonstrative class using the technological tools the participants had learned through module two. This task took place in groups of five. Then, each member selected a part of a lesson plan(warm-up, presentation, practice, production, and warp-up); then, the students had five minutes per student to explain and use an educational tool to create an activity for each part of the lesson.

3. Module 3

The last module of the specialization course, "Design of didactic material for virtual environments" was about learning how to use some web tools for designing educational content, and elaborating some material such as podcasts, online presentations, interactive images, videos, among others. For this last module, the students got Lic. Juan Antonio's help once again.

In weeks one and two, the research team learned essential concepts related to multimedia, its impact on education, its advantages and disadvantages. Besides, we studied Massive Open Online Courses (MOOCs), which are educational courses that allow people to enter and participate in online communities around the globe and Lic. Flamenco taught us what a podcast is about also how to create one for educational purposes by presenting different software applications to record audio, such as Audacity and Camtasia, and tools like SoundCloud to upload podcasts. The participants received that information through PowerPoint Presentations and PDF documents provided by the professor. Then, the assignment for this module consisted in creating the podcast by selecting a free topic in English and writing a script to record MP3 audio from 3 to 5 minutes. Then, the students edited the audio by using elements learned in class, such as adding background music. Finally, we uploaded the podcast on SoundCloud and shared the link to campus UES.
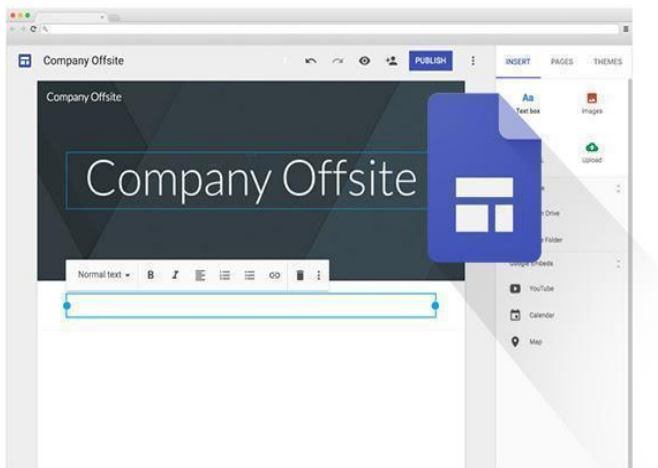

In this module, the activities' organization was slightly different in week three. During that week, the participants went through fundamental concepts such as image, pixel, megapixel, resolution, PPI (pixels per inch), and DPI (dots per inch). Furthermore, the

professor showed the participants how to use Gimp(A software application for editing images) and Genially (a web-based tool for creating interactive content) presented in a well-designed PowerPoint presentation and explained the uses of those applications during the class session. Then, the students moved into task three, divided into two parts; Besides, the research team had to create an interactive image using Genially about any topic in English with all the elements presented in class. Then, the second part was editing the image (previously provided by the professor) on Gimp by applying some aspects to it, such as it had to contain 1000 DPI, had to be in JPEG or JPG format, and the participants must compress it between 70KB and 100KB. Finally, the participants uploaded those contents to campus UES.

During weeks four and five, the research team acquired skills in Google Sites also Google Slides by learning their uses, features, quick facts, advantages, and disadvantages. Lic. Flamenco presented in-depth; every part of Google slide to create outstanding presentations and Google sites to create a well-design and organized web page. In

assignment three, the students elaborated a Google site and Google presentation by looking for information and images to incorporate on Google Sites; besides that, the research team created a google slide presentation based on the content from the Google site. Finally, the participants shared the links to both projects on campus at UES.

In weeks six and seven, the participants became proficient in the fundamentals of video production. Besides that, the professor presented two video editors (Camtasia and Openshot). The professor taught the participants how to use them by doing practices in class. Finally, the participants had to record a video talking about any topic in English. Then, the research team edited that video using software applications presented, applying some characteristics such

as adding a front page at the beginning of the video and a slide at the end. Besides that, the participants had to add images, transitions, and background music to our video; Finally, the students uploaded that video on YouTube and sent the link to campus UES.
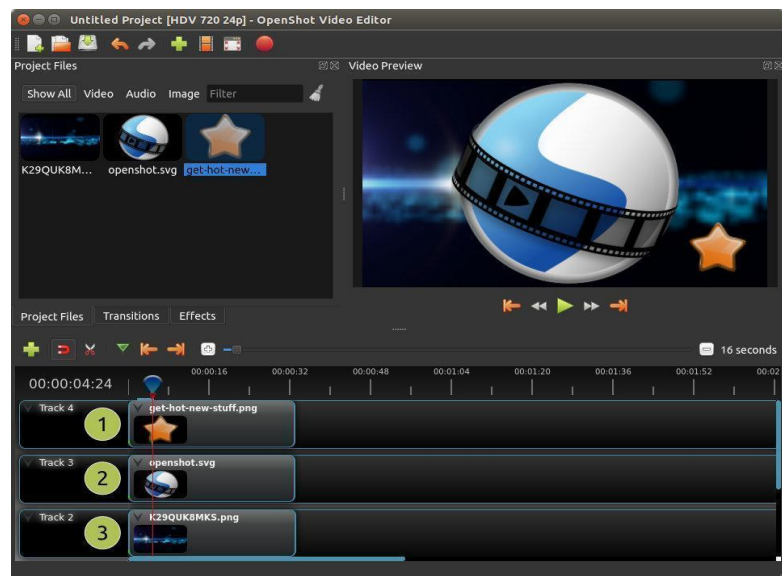
On week eight, the professor used that time to solve doubts from previous tasks; besides, the professor explained the steps for the coming evaluation and a surprising final report. Also, the professor explained to the participants how to create a Google Classroom to upload the content for the final task. Finally, the students did an integrated activity that consisted in creating a Google Classroom, Google slide, podcast, interactive images, and video editing covering all content from module three; besides. Then, the research team integrated those contents into Google Classroom to let our classmates know how the participants would develop that information in class.

VI. ACHIEVEMENTS

During module one, the team learned to apply the different learning theories to an online environment. For example, the participants learned to use behaviorism, cognitivism, constructivism, and connectivism in an online environment. In week three, the team was taught the different types of Learning Management Systems available and was able to create a Google Classroom in week four. On weeks five and six, each team member was able to add courses and create different classes within Google Classroom. Week seven consisted of reviewing the various video conferencing tools that could best fit the need of an online learning environment. By week eight, the team was able to apply everything that was taught during the demonstrative class, which consisted of developing an online class using the Google Classroom that had been created weeks prior.

In module two, the participants created visually appealing infographics by applying what was learned during the class and were also able to create a Powtoon video by following the instructions given in class. This was a project that was worked in pairs and allowed the students to create a three-minute video that was later uploaded to YouTube and shared with the teacher. The next activity programmed for module two was a demonstrative class. In this class, the team members could use an ample number of tools as taught during class. Each participant used a different educational tool to develop their corresponding part of the class and was able to develop the topic in a concise and engaging way.

During module three, the team learned how to create and share podcasts using tools like Audacity and SoundCloud, and were able to modify images and create interactive slides using GIMP and Genially In week 3, The team also learned how to create a website using Google Sites, and succeeded in creating one centered around a specific topic. The finished site was later published and shared with the teacher as part of the evaluation.

The teacher also taught the participants how to use Google Slides. This tool allowed the team members to work on the slides at the same time. Using Google Slides, the team was able to modify and work on the same file without the need to download and replace documents on the computer. The team learned how to edit videos using tools like Openshot and Camtasia during week seven, and was able to edit a video to add background music, images, transitions, and voices.

Finally, in week eight, everything that learned during the module was showcased during a presentation where each topic was developed demonstrating the different ways it could be delivered using the tools taught in all three modules

VII. CONCLUSIONS

● In today's day and age, online education has become the standard way of teaching in many schools, universities, and colleges. This globalized era has paved the way for students to be able to receive education no matter where they are, as long as they have a stable connection.

● Many tools, such as Kahoot, Edpuzzle, Edmodo, and Google Classroom to mention a few, have been developed to facilitate online teaching so that educators can select the appropriate technological tool based on each student's needs. Mention the tools!

● The team concludes that it is possible to adapt the different learning theories to an online environment by correctly using the proper educational tool.

● The research team concludes that collaborating effectively in modern LMS such as google meet and Microsoft teams is extremely important in today's globalization not only for students but also for teachers.

● The research team concludes that the use and integration of synchronous and asynchronous activities provide students with a huge capacity for autonomy and make sharing and accessing information easier for everyone.

VIII. RECOMMENDATIONS

- Authorities at the University of El Salvador should establish future teacher education programs on the use of technologies, including programs that give training for teachers at the University of El Salvador to use virtual environments correctly.

- Professors should encourage students to use various technological tools and sources for English learning and teaching to stay current and successful as future professors.

- Teachers should encourage students to experiment with technological tools. As a result, students will learn to control their learning process and complement the classes with additional information.

- Students should use technology to aid their online English education since the better prepared they are for a class, the more information they will get.

- Students should learn more about the multiple technology tools and resources that might aid them in their English learning process and teaching as future professionals in virtual education.

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X. APPENDIXES

Appendix A: Program for module 1

UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN

LANGUAGES DEPARTMENT

**Module 1: Online English
Language Teaching**

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:

1.2 Code: **EDII114**

1.3 Pre-requisite: **None**

1.4 Academic Credits: **3**

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

academic process

1.6 Month and Year: **August 2021**

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

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

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

1.10 Hours per Module: **60 Hours**

1.11 Professors :

MsE. Blanca Alicia Menjívar González

Licda. Sey Danisia Najarro de Alvarado
MsDi. .Juan Antonio Flamenco Flamenco

2. Module Description

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

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

3. OBJECTIVES

a) General Objective:
 - To know and apply learning theories for teaching English online using
   emerging technological tools.

b) Specific Objectives:

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

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

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

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

5. CONTENTS

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

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	• Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning	• Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	• E-learning definition and application • Virtual teaching and its application in teaching languages.	• Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	• Language Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	• Language Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	• Language Management System - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	• Language Management System - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday 9th Monday 11th - Wednesday 13th	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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 <u>con los respectivos atestados</u>.

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 B: Program for module 2

UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN

LANGUAGES DEPARTMENT

PROGRAM

1. **GENERAL INFORMATION**

   1.1. Module 2:   **Educational Applications for Learning a Foreign**
        Language

   1.2. Code: **APE214**

   1.3. Pre-requisite: **None**

   1.4. Academic Credits: **3**

   1.5. Target Population: **Students who have concluded their academic**
        courses

   1.6. Month and Year: **October- December 2021**

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

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

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

   1.10. Hours per Module: **60 Hours**

   1.11. Professors: Licda. Sey Danisia Najarro de Alvarado

                        Lic. Juan Antonio Flamenco

                        Flamenco, MsDi. Licda.

                        Blanca Alicia Menjívar

                        González, MsE.

2. Module Description

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

✓ define the terms and principles associated with technological tools for educational purposes.

✓ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

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

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

5. CONTENTS

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

Time table

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

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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 <u>con los respectivos atestados</u>.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

BOOKS

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

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

WEBSITES

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

https://www.liveworksheets.com/https://nearpod.com/

https://es.padlet.com/ https://kahoot.com/

https://classroomscreen.com/

Appendix C: Program for module 3

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

Module III Syllabus

January, 2022

1. GENERAL INFORMATION

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

2. MODULE DESCRIPTION

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

3. OBJECTIVES

a) General objective

- To design digital materials to be used in the teaching and learning of foreign languages.

b) Specific objectives

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

- Use technological tools for the design of didactic materials.

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

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

4. METHODOLOGY

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

5. CONTENTS

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

Time Table

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

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

5. 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%

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

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

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

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