

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



**TOPIC:**

*“The usage of technological tools and virtual platforms to prepare didactic material in distance education”*

**TITULO:**

*“El uso de herramientas tecnológicas y plataformas virtuales para la preparación de material didáctico en la educación a distancia.”*

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

**IN ORDER TO OBTAIN THE DEGREE OF:**

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

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## i. ABSTRACT

The internet has become an indispensable component of communication, education, business and socialization. It is evolving rapidly and it is difficult to think about how the world was before its existence. With the arrival of the Covid-19 pandemic and the weeks spent out of schools and universities lead to a major change in education systems all around the world. As a result, this made governments implement and adapt measures to study from home. Distance education has gained importance during the coronavirus pandemic since school principals and teachers had to find alternatives to guarantee and support education continuity. As a result, the University Of El Salvador created a new modality of graduation process which is “Management Of Virtual Environments For Teaching And Learning Of Foreign Languages”. This Specialization Course consisted to know and learn the use of different virtual platforms, tools and websites, that can be use in a virtual environment. This was divided in three modules: Online English Language Teaching, Educational Applications for Learning a Foreign Language and The Design of Didactic Materials for Virtual Environments. Students were capable to create didactic materials by making use of infographics, video editing, podcast, interactive image and others. This field has brought excellent results since teachers and students can handle different tools in an easy and dynamic way. Online education has grown significantly due to the digital age and the covid-19 pandemic, it can be said that the future of online classes is bringing a revolution in the field of education.

**Key words:** Virtual Environment, Online Education, Distance Education, Didactic Materials, Virtual Tools.

## **I. INTRODUCTION**

The Internet has grown without borders, without limits, and it has opened doors where all technologies have been able to grow. The Information and Communication Technologies (ICTs) are a consequence of the developments in the telecommunications, engineering and all technological upgrades. Over the years, society has undergone changes that are adopted through the process of socialization, in which globalization is on the way, and few countries have fallen behind in terms of technological advances, El Salvador is one of them, as these technologies serve as a tool for the universalization of technical advances. The year 2020 was atypical. The COVID-19 pandemic has affected educational systems around the world, and the academic life at the University of El Salvador is not the exception. It has drastically changed the way students are learning worldwide and thus distinctive online learning has taken place. The global pandemic has forced educational institutes to use technology and support their learning using online tools.

For that reason, this specialization was designed for students who have concluded their academic courses that are interested in how to teach foreign language in virtual environment. So, students were able to learn how to create dynamic and interactive activities, using web tools. In addition, they created classroom platforms where it was included materials such as: Infographic, podcasts, videos, interactive images, among others.

These courses offer guidance, resources and case studies to support the development and use of technologies to support online courses and distance learning programs.

## **II. OBJECTIVES**

### **A) General Objective**

➤ To apply learning theories for teaching foreign languages online using emerging technological tools.

### **B) Specific Objectives**

➤ To use the Learning Management System (LMS) to enhance the E-learning process.

➤ To produce and develop class activities in an interactive way by using technological tools.

➤ To design digital materials making use of web tools in teaching area and learning of foreign languages.

### **III. THEORETICAL FRAMEWORK**

Nowadays, technology has changed the life of human beings. This has helped to improve the world where we live. In education area, students have the information that they need in their hands. Therefore, they create their own learning strategy with each topic that they have seen during the class. On the other hand, teachers offered classes in an easy and entertaining way through the use of these technologies.

In addition, this has been possible, making use of E-learning, Language Management System, Technological Tools and virtual platforms. All these resources are part of virtual education. This has been growing because of COVID 19 pandemic. Most of us, in special students have received classes in virtual modality. This new environment has helped us to watch the world in different way and to adapt to the greatest changes.

#### **1- E-learning**

E-learning is a model that makes use of technological structure such as computer and the internet to carry out learning-teaching activities. With this system, it can include concepts such as: Technological-based learning, computer-based learning, internet based learning and mobile learning. One of the E-learning goals, that the growth of the World Wide Web, high capacity corporate networks and high-speed desktops computers will make learning available to people/students 24 hours a day. This will enable schools and universities distribute educational information to multiple locations easily and conveniently. So, students can have access to virtual educational platform when it is convenient for them, at home or in the school/university.



E-learning has a positive influence. It makes it easy to grasp the contents, that offer results in improved scores on certifications, tests, and evaluations. It enhances the ability to learn and implement the new processes or knowledge at the work place by helping in retaining information for a long time. Besides that, E-learning is easy to use and it enables learners to take control and find what they need quickly.

In the specialization course, E-learning was applied in two ways: synchronous and asynchronously. In both of them, teachers and students interacted in virtual modality because of COVID 19 pandemic. They made use of computers, smartphones, tablets, among others technological devices to receive classes. There were pros and cons. But finally everything was successful. As a result, teachers and students learned a lot of e-learning through the use of technological tools, web tools in a virtual scenario.

## **2- Learning Management Systems - LMS**

LMS stands for Learning Management Systems and it is considered the best online management platform used for teaching and learning. The main feature of a learning management system includes its ease of use and many customization options. Students can make use of a LMS platform to enrich the content of our course. How can they achieve this? Adding flexibility, credibility, and scalability to online learning management.

As an online platform, LMS can store large quantities of teaching materials in a digital format. With a user-friendly interface, educators can easily manage content, automate tasks, and streamline their curriculum from any remote location. In addition, the training system of LMS is widely used in schools and higher education to handle classes

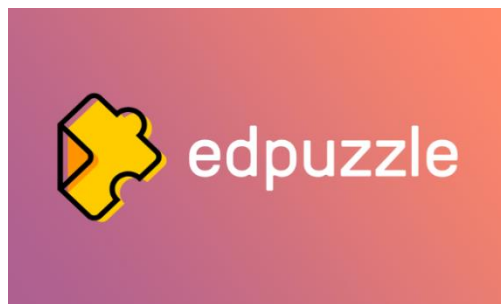
in an appropriate online format. On the other hand, LMS platform is popular among corporate enterprises, particularly useful for onboarding, training seminars, and employee development programs. In the specialization course, LMS was transmitted/presented by teachers. Therefore, they shared to students a vast knowledge about this learning system. As a result, students were able to manage successfully LMS in virtual classroom, which it was the main goal of this specialization course. First of all, teachers prepared classes, making use of LMS. Then, they explained its use to students. Finally, LMS demonstrated that it is a good learning system because teachers and students can handle it easily in anywhere and anytime.

### **3- Technological Tools**

Hundreds of digital education tools have been created with the purpose of giving autonomy to the student, improving the administration of academic processes, encouraging collaboration, and facilitating communication between teachers and learners/students. The technological tools commonly known are: Nearpod, Flipgrid, Powtoon, Quizizz, EdPuzzle, Liveworksheets, etc.

Education and technology are here to stay, and the process of education can be enhanced and continued hassle-free with the use of these online technological tools. Whether teachers want to plan effective classroom lessons; create quizzes and assessment tools for their students. Furthermore, they prepare teaching slides and presentations; explain a topic or just want to improve their student-teacher-parent interaction and communication. So, these educational technology tools come in handy. In the specialization course, technological tools were a great challenge for teachers and

students because of their use. But the best way to apply them was practice, especially be patient and persistent. Finally, both of them (Teachers and Students) gained an excellent experience. As a result, students had a great success in their tasks thanks to the dynamism and creativity, making use of these virtual tools. So, they created impressive and entertained activities in the last task which was a virtual demo class.



Ed puzzle is a web-based eLearning application that allows teachers to customize video content by editing existing videos from a variety of sources, such as TED or YouTube, or into videos

you have made.

There are some advantages for educators in using this educational tool in class. One of them is that it is easy to create an account. If it is the first time they go to the platform, they will need to create a free account and choose to create an account as a teacher, then they will be asked for some basic information (such as their name and email address) or just sign in with your Google or Microsoft account. Another advantage is making an Ed puzzle video is not complicated. Educators can start to find the video and edit it as they need to be presented to their students, then they can add voice overs, text, or guiding questions, it will depend on their creativity and aim teachers want their students to achieve. Finally, Ed puzzle allows educators to track students' progress. For example, every time, they create a video assignment, students provide their Ed puzzle answers, based on students' responses, teachers be able to see where students have learning difficulties and provide individualized feedback.

### ***How can teachers make use of Ed puzzle in an English class?***

This tool is perfect for listening comprehension. For example, if they are teaching the past continuous in class, they can select a video from YouTube and use this platform to edit the video or just add open ended questions such as “What was the woman doing?” or “What were people doing?”. This activity is good for teachers to diagnose a student’s listening ability on that Edpuzzle application. Edpuzzle is an easy friendly, helpful and free tool that is perfect for educators to engaged and motivate students to learn.

**Flipgrid** is a website and app that allows teachers to facilitate video discussions. Students are organized into groups and then given access to discussion topics.



There are many reasons why teachers should use Flipgrid in classroom. It is uncomplicated to use. Teachers just need to set up an account and create grids, which is a community for students to work in. Also, every grid creates prompts called topics, and students post video responses to replies to other’s videos. Another reason is that Educators can use this educational tool to create opportunities for students to practice their speaking skills. They will practice not only with their classmates, but also with other students around the world studying the same language, or even better with native speakers. Finally, Flipgrid has an amazing feature that is Guest Mode. This consists to invite outside speakers and participate in classroom discussions. For example, a teacher can invite experts to share their knowledge asynchronously, then students can ask questions posting videos, the guest will answer all their concerns and doubts about the topic in a convenient time.

### ***How can teachers take advantage of Flipgrid in an English class?***

As it was mentioned above this web tool is perfect for practicing speaking. Educators can create a topic for instance, “*My daily routine*” and students will create videos explaining and presenting about their routine, then teachers can invite native speakers to talk about the topic and help to correct student’s pronunciation. Also, learners will be happy to share and know about different cultures around the world by talking with the guests. Flipgrid is an excellent way to keep students active and improve their speaking skills.



**Powtoon** is an online platform for creating short video presentations. It gives anyone the ability to create videos and presentations. Educators can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or they can use their own visual content and voiceover.

PowToon is an effective tool for teachers that can be used to attract students ' interest or enthusiasm in learning a language. The most obvious way to use PowToon is to create presentations that engage their students. Educators can create these short five-minute videos to introduce themselves, review previously learned material or introduce a new unit. Besides that, participants become the educators and create how-to videos to explain topics or summarize large assignments. Using this platform,

learners will develop competences and improve the English language. For example, linguistic competence such as writing (when preparing the text for the video), speaking (if they record the video), listening (when they listen to other students' work) and reading (when students read the text on other PowToons).

### **Using PowToon in the Classroom**

PowToon can be used by instructors and students to: create introductory videos for a course. For instance, at the beginning of the semester instructors can produce a short video to introduce themselves and classroom policies after that, learners will create a similar video introducing themselves and talking about their preferences.



### **Canva**

Canva is a free-to-use online graphical tool that combines design, photo editing, and layout to help teachers and students create beautifully finished projects.

Educators can use this platform to create creative engaging materials such as infographics, presentations, lesson plans, worksheets, student videos and others. This is excellent tool for encouraging students to do their best work and build creativity in the classroom. For example, instructors can ask pupils to make a creative infographic about “*climate change*” or just make presentations a little more visually appealing using templates in Canva. Overall, Canva is easy to use and offers a variety of features that both teachers and students can explore and expand their imagination.

**Genially** is a web-based tool that allows educators to create animated infographics, interactive presentations and even escape games. They should create an account or log in with Google, Facebook, Twitter or LinkedIn account. Instructors can use Genially for free or pay for access to additional features (additional templates, exclusive images and icons, etc.) The easiest way is to start by selecting an existing template.



### **How to Use Genially as Part of a Course?**

✓ For visual support, teachers can replace the usual PowerPoint slide show and use Genially instead of.

✓ Use Genially to present content to students.

✓ In a flipped classroom, students view a Genially presentation at home to acquire notions. (Genially presentations can include YouTube or Vimeo videos, hyperlinks, etc.)

**Liveworksheet** is a tool which allows teachers to create interactive worksheets for their students. Teachers upload traditional print worksheets in PDF or as Word documents, and also they can transform these into interactive exercises



using different formats such as multiple choice, drag and drop or join the arrows, which can include audios or videos if necessary. Students can do the worksheets online and send their answers to the teacher. Free cost.

### **How to Use Liveworksheets as Part of a Course?**

It is a useful tool for creating interactive exercises for students. It is easy for teachers to use and can make learning more fun and enjoyable. Given the many different options available however, educators need to carefully select the most appropriate exercise format required for each learning activity.



**Google Sites** is Google's free and easy-to-use website building tool. It has a few benefits to using the service if the educator wants to create a simple and functional site. This is ideal for creating a website for a work project that requires charts and tables or for an event you're planning with others.

Once the website is created, instructors can customize its look and feel using the editing function. They can add images, links, YouTube videos and more to their website using simple templates.

New Google



Sites

### **How to Use Google Sites as Part of a Course?**

Use their class site and more specifically the Announcement feature to share urgent and important information with students (e.g., class news, assignments due dates, class events, etc.).

Create a library page where teachers and their students upload educational materials for the whole class to access.



**FilmoraGo** is an easy-to-use video editing app with advanced features and tons of ways to be creative. Create music videos, velocity edit, make own movies, and share videos.

### **How to Use FilmoraGo as Part of a Course?**

- ✓ Effective videos can be designed with great informative animations, using engaging presenters, keeping the whole class engaged while delivering the learning aim.
- ✓ Making videos in the classroom is a fun way for students to show what they know, and for teachers to teach them the importance of structure and creativity at the same time.

## **IV. DESCRIPTION OF ACTIVITIES**

### **MODULE I - Online English Language Teaching (EDII114)**

The module term was for eight weeks/ two months, 60 hours in total. It started back on August, 21st 2021 and finished on October 9th of the same year. The classes were taught by MsDi. Juan Antonio Flamenco, from 8:00 AM to 12 noon via Google Meet. This module was about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach by using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities using different platforms such as TEAMS or Meet.

Students were able to analyze and identify what are the four most important Learning Theories for the development of English language teaching methodology in virtual learning environments. Participants read about these educational learning theories: behaviorism, cognitive, constructivism, and connectivism; to have more knowledge of them. Students discussed them, they posted questions and provided answers to those questions among all my classmates in the University forum just to make sure they understood this interesting topic. This activity allowed them to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments.

Additionally, the participants learned about Learning Management System (LMS). It is an online integrated software used for creating, delivering, tracking, and reporting

educational courses. Some LMS are Edmodo, Schoology, Moodle, and others. They created infographics with Canva where they added an image and a small narration or description of a Learning Management System (LMS) making this more attractive to students. Also, students worked on the creation of a virtual classroom using the Learning Management System: Google Classroom. This tool allowed them to build their own "virtual class", where teachers can post assignments, videos, power points, quick check questions, warm ups, and many other things, which the students can then access through the site. The most surprising thing is that this application has a free version, so there is no need to worry.

Finally, the last activity was a demonstrative class. Students scheduled and carried out synchronous work sessions in TEAMS or MEET with the purpose of demonstrate everything learned in those 8 weeks. The activity was in group, each member of the group took the role of a teacher and made a virtual class about any topic, the only requirement was to use the tools learned in the course. It could be said that participants fulfilled the objectives of this module. They learned and applied learning theories for teaching English online using emerging technological tools. Also, they created a virtual classroom using a Learning Management System available on the internet but not only that, the research team also carried out synchronous work sessions using available tools.

Students learned new and interesting things to be able to teach with more fun, have entertaining classes with advanced technology to have the maximum attention of the participants in this new modality.

## **MODULE II - Educational Applications for Learning a Foreign Language**

In this module, the research team learned to analyze and put in practice eight technological tools and their usages in the learning process in virtual education. Students acquired knowledge about the fundamentals and principles of technological tools when teaching a language. Moreover, they became competent in using technological tools like: Edpuzzle, Flipgrid, Kahoot, Powtoon, Liveworksheet, Nearpod, Padlet and Classroomscream. All the activities were developed in synchronous and asynchronous sessions during eight weeks. Therefore, in this module the participants were able to create material to plan and develop synchronous class activities.

### **Weeks 1 & 2: Presentation of a list of technological tools for educational purposes and their foundations and principles.**

The major activity for these weeks was to understand the purpose of using technological tools in virtual environments. The teacher presented and listed the educational applications and their concepts that the research team were to use during this module. In addition, the professor shared material in the Moodle platform of the University of El Salvador to create an infographic based on the importance of technological applications in teaching-learning.

During these two weeks the activities were the following:

Activities week 1:

1. Presentation (Program, Content and Class Policies)
2. Presentation of the concept educational applications.

3. List of technological tools and an overview.
4. Question and answer forum to clarify doubts.

#### Activities week 2:

1. Fundamentals and principles of using technological tools.
2. Discussion forum on the fundamentals of technological tools when teaching a language.
3. Videos tutorials to create an infographic using Canva, Genially or PowerPoint.
4. Forum to answer questions about infographic Guideline.

#### **Weeks 3 & 4 Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.**

The topic for these two weeks was the application of Edpuzzle, Flipgrid, Flippity and Liveworksheets in online education. The professor explained and did a demonstration on how to use these tools in a virtual class. Also, the facilitator provided extra material in the Virtual Campus platform of the University of El Salvador to go more deeply into the topic. In week four, the teacher gave instructions to elaborate a video using Flipgrid of two Educational tools studied in class and explain their uses, the most important features and provide also concrete examples of their application in online classes.

#### Activities week 3

1. General information and tutorial of Edpuzzle. Live practice.
2. General information and tutorial of Flipgrid.
3. Videos and tutorials about Edpuzzle and Flipgrid.
4. Websites about technological tools.
5. Question and answer forum.

#### Activities week 4

1. General information and tutorial of Flippity.
2. General information and tutorial of Liveworksheets. Live practice.
3. Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum.

#### **Weeks 5 & 6 Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon and Classroomscreen.**

In these two weeks the research team learned about advantages and disadvantages in the use of Nearpod, Padlet, Kahoot, Powtoon and Classroomscreen. The facilitator presented a general overview about these tools and She did a demonstration on how to create activities for students. The teacher also explained the pros and cons of using these applications in a virtual class. The major activity for week five and six was to create a video in Powtoon recommending to other teachers the use of educational tools in distance learning, this activity was developed in pairs.

During these weeks we achieved the following activities:

#### Activities week 5

1. General information and tutorial of Nearpod. Live practice.
2. General information and tutorial of Padlet. Live practice.
3. General information and tutorial of Powtoon. Live practice.
4. Videos and Tutorials about Nearpod, Padlet and Powtoon.
5. Websites related to Educational Tools.
6. Question and answer forum.

#### Activities week 6

1. General information and tutorial of Kahoot. Live practice.
2. General information and tutorial of Classroomscreen. Live practice.
3. Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English.
4. Question and answer forum.

**Weeks 7 & 8 Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.**

For week seven and eight, participants completed the last activity which was to do a demo class. In other words, students prepared a micro-teaching lesson and integrated all the educational tools that they learnt during the whole Module 2. This activity was developed in groups of five through the Google Meet. Then, every member of the group had to use a different tool to develop each activity according to the lesson plan (warm up, presentation, practice, production and wrap up) After the group finished the lesson, the



rest of the class provided feedback to the team to improve the development of future virtual classes.

### **MODULE III - Design of Didactic Materials for Virtual Environments – DIM314**

The module III took place from January 22nd, 2022 to March 12<sup>th</sup>, 2022. This module was taught by MsDi. Juan Antonio Flamenco Flamenco. The length of this module was 8 weeks/2 months/60 hours. In addition, this module was supported by the Graduation Process Coordination, Foreign Languages Department, School of Arts and Sciences, University of El Salvador.

The research team studied the module III on Saturdays, from 8:00 a.m. to 12:00 p.m., Every session was teaching through the app Google Meet. The teacher Flamenco shared us the link to log in to the session. This link was shared in a virtual class group named: “Enseñanza en Línea del Idioma Inglés – Module 3 GO3”. This virtual class group belonged to the virtual platform: “Campus Universidad de El Salvador”. Therefore, professor Flamenco recorded each session which he uploaded it to this virtual platform. So, students could watch the sessions recording as a review of topics studied in free time.

Participants made use of the virtual platform “Campus Universidad de El Salvador” They used this virtual platform for different activities, such as: Read posts made by Teacher Flamenco. These posts were about information related to the module, important information such as: The module program, the session schedules, rules and description of the module itself. Also, students download PDF files and PPT files, where they studied

a review of previous classes or sessions. Besides that, the research team watched YouTube videos shared by Teacher Flamenco. The content of these videos were related to the topics studied every Saturday/week. Also, the teacher Flamenco created forum sessions to share ideas or extra information for every topic studied, just as debates between them (classmates).

On the other hand, the teacher Flamenco evaluated them and added score about evaluations or tasks that he did it, making use of Campus Universidad de El Salvador. He uploaded the guidelines of every task with their own rubric. On next, students downloaded the guidelines to make the tasks. At the end, they uploaded the tasks done to Campus Universidad de El Salvador, then, Teacher Flamenco made the feedback and finally, he added the score.

In this module, students learned to use Web Tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. In addition, participants elaborated concrete activities using the technological tools selected for this course. As a result, the research team learned to elaborate materials such as: Podcasts, online presentations, interactive images, videos, among others. Besides that, as a fundamental part of the culmination of this specialization course, participants did an integrative task through which they applied the competences acquired during the three modules. Students carried out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform. All materials were coherent in content. In this case, each group chose a topic for a subject of the English area. Each topic was broad so that there were subtopics for each group member. As a

result, each group member presented a subtopic during the explanation of the integrative task.

In this module, participants learned a lot, they accomplished goals and they gained experience. The topics learned will be useful them in the future. Because of COVID 19 pandemic, the world has adopted the virtual environment in different areas, such as: Work, education, general communication, among others. Therefore, as teachers in the future, they can teach classes in an easy and entertained way through the technological tools which students learned the use of them in the module III. On the other hand, participants thought virtual education is a great step for the human evolution because as species, they must be open mind to the great changes, no matter what if they are positive or negative.

## **V. ACHIEVEMENTS**

In the specialization course named “Administración De Ambientes Virtuales Para La Enseñanza Y Aprendizaje De Idiomas Extranjeros”. The research team gained the following achievements:

✓ The research team learned how to edit an image using gimp. Gimp is a freely distributed program for such tasks as photo retouching, image composition and image authoring.

✓ The participants learned how to create infographics for didactic purposes. Infographic consist of a collection of imagery, charts, and minimal text that gives an easy to understand overview of a topic.

✓ The students learned how to make podcasts in Soundcloud and Audacity. Podcasts consist in a collection or series of digital audio files that are made available for downloading or listening via the Internet.

✓ The research team created Virtual Class where instructors and participants engage with other and with the learning material. They were able to demonstrate a class in Google Meet.

## **VI. CONCLUSIONS**

This course was addressed to future graduates during the semesters II/2021 and I/2022. The research team can conclude the following:

➤ The specialization course “Management Of Virtual Environments For Teaching and Learning Of Foreign Languages” contributed in the learning of use and application of e-learning, Learning Management System – LMS, Technological Tools, among others in graduated students of school of humanities at the University of El Salvador.

➤ Students felt motivated and satisfied despite of the circumstances caused by COVID-19 pandemic. Therefore, the transition from face-to-face classes to virtual classes has enabled them a better and comfortable environment for keeping their studies.

➤ Moreover, the role of teachers was generated autonomy and enthusiasm to the students with the online class contents.

➤ Students realized that online classes are more personalized. By leveraging technology, it's possible to create a personalized learning experience to suit the learning style of each student. For example, students may use videos to keep the attention of kids or they may listen to an interesting podcast to keep

the attention of a teenage student. While keeping students motivated and engaged without leaving teachers overworked or overwhelmed.

- This project helped participants to be able to integrate the software used to create, deliver, track an online class. This was possible thanks to the applications of Technological Tools in virtual environment.

- The research team felt that this course was an opportunity to demonstrate their knowledge about the use of technology in online learning.

## **VII. RECOMMENDATIONS**

After finishing the specialization course “Management Of Virtual Environments For Teaching and Learning Of Foreign Languages”, the research team can suggest the following recommendations:

### **To students:**

- ❖ To have technological devices in good condition for receiving virtual classes which would help to improve their knowledge in teaching area.
  
- ❖ To recommend the use of applications that are applied in class to have more knowledge of how they can be used in online classes.
  
- ❖ To search an appropriate place for receiving virtual classes due to background interruption.

### **To professors and authorities of the University of El Salvador**

❖ To offer diverse resources and materials to foster opportunities for student engagement during the class to make sure all students have comprehended the topic studied.

❖ To promote new options for specialization, course modality. In addition, to update the informatics system for an excellent quality in virtual education.



## **VIII. WEBLIOGRAPHY**

- ❖ [http://ri.ues.edu.sv/?fbclid=IwAR1kChRURAnlw5mmHbGeX\\_dhTn8dELcFNiH0-1KDYw0t-9DFJK8es63nw2U](http://ri.ues.edu.sv/?fbclid=IwAR1kChRURAnlw5mmHbGeX_dhTn8dELcFNiH0-1KDYw0t-9DFJK8es63nw2U) – Repositorio Institucional de la Universidad de El Salvador, 2022.
  
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- ❖ <https://www.d2l.com/learning-management-system-lms/#:~:text=LMS%20stands%20for%20Learning%20Management,curriculum%20from%20any%20remote%20location>. – Learning Management System (LMS), D2L, 2022.

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- ❖ <https://www.teachingenglish.org.uk/blogs/ingrid-mosquera-gende/powtoon-introducing-cartoon-videos-classroom> – Powtoon: introducing cartoon videos in the classroom by Ingrid Mosquera, PhD. – BRITISH COUNCIL – Teaching English.
  
- ❖ <https://www.techlearning.com/how-to/what-is-canva-and-how-does-it-work-for-education> – What Is Canva And How Does It Work For Education? By Luke Edwards – TECH LEARNING – Tools And Ideas To Transform Education, March 24<sup>th</sup>, 2021.
  
- ❖ <https://www.youtube.com/watch?v=C1BMiiUgTBQ&t=1s> – Flipgrid Tutorial for Teachers (How to use Flipgrid) by EdTech Café, 2021.
  
- ❖ <https://www.edutopia.org/article/9-new-ways-use-flipgrid-classroom#:~:text=One%20of%20the%20main%20things,replies%20to%20each%20other%27s%20videos> – 9 New Ways to Use Flipgrid in the Classroom by Kathryn Nieves – Technology Integration - Edutopia – George Lucas Educational Foundation, January 27<sup>th</sup>, 2020.

- ❖ <https://ejournal.iainbengkulu.ac.id/index.php/linguists/article/view/5469> - Students Responses through the Use of Edpuzzle as an Application in Achieving Listening Comprehension by Rahmita Egilistiani, Ratu Prayuna – LINGUISTS – Journal of linguistics and language teaching, 2021.
  
- ❖ <https://www.profweb.ca/en/publications/digital-tools/genially-a-tool-for-creating-infographics-and-animated-presentations> - Genially - A Toll for Creating Infographics and Animated Presentations by Catherine Rhéaume – Digital Tools – profweb – Learning Objects and Inspiring Learning, October 9<sup>th</sup>, 2019.
  
- ❖ [https://www.liveworksheets.com/aboutthis\\_en.asp](https://www.liveworksheets.com/aboutthis_en.asp) - About this site – Liveworksheets.
  
- ❖ <https://blog.hubspot.com/website/google-sites-tutorial> - The Ultimate Google Sites Tutorial [20 Templates and Examples] by Allie Decker – HubSpot, December 16<sup>th</sup>, 2021.

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## **IX. APPENDIXES**

## **APPENDIX A: Program of Module I – Online English Language Teaching**



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



### **Module 1: Online English Language Teaching**

#### **PROGRAM**

##### **1. GENERAL INFORMATION**

1.1 Module 1:	
1.2 Code:	EDIII114
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:	August-Oct. 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 Menjivar 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, August 21 <sup>st</sup> , 2021	<ul style="list-style-type: none"> <li>• Introduction (Program, Sessions time, Class Policies)</li> <li>• Theories of learning in virtual learning</li> </ul>	<ul style="list-style-type: none"> <li>• Video about Synchronous and Asynchronous concepts.</li> <li>• Video about Theories of learning</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
2 Saturday, August 28 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• E-learning definition and application</li> <li>• Virtual teaching and its application in teaching languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion forum about theories of learning</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
3 Saturday, September 4 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Website</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
4 Saturday, September 11 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>• Inphographic</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
5 Saturday, September 18 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management System - Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Tutorial, multimedia</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
6 Saturday, September 25 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Language Management System - Google Classroom (Live demonstration)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a Virtual Classroom</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
7 Saturday, October 2 <sup>nd</sup> , 2021	<ul style="list-style-type: none"> <li>• Platforms for Videoconferences (Zoom, TEAMS, MEET)</li> <li>• MEET</li> </ul>	<ul style="list-style-type: none"> <li>• Videos, Multimedia, Tutorials, Web sites</li> <li>• Forum to answer questions or clarify doubts</li> </ul>
8 Saturday, October 9 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>• Demonstrative class (MEET)</li> </ul>	<ul style="list-style-type: none"> <li>• Forum to answer questions or clarify doubts</li> </ul>

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### Formative Assessment:

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

### Summative evaluation:

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

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

## 7. CLASS POLICIES

**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

- 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: First Evaluation Guideline and Rubric of Module I – Academic Forum

	<p>UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT MODULE 1: ONLINE ENGLISH LANGUAGE TEACHING</p>	
<b>NAME OF THE ACTIVITY</b>	<b>ACADEMIC FORUM</b>	
<b>OBJECTIVE</b>	To demonstrate the understanding of theories of learning in virtual environment and traditional classrooms when teaching English.	
<b>PROCEDURE</b>	<div style="background-color: #003366; color: white; padding: 5px; display: inline-block;"><b>Individual Activity</b></div> <b>PART I</b>	
	<ol style="list-style-type: none"> <li>1. In your own words write a comparison between theories of learning in virtual environment and theories of learning in traditional classrooms.</li> <li>2. To complete this activity, you have to take into account the following theories of learning:               <ul style="list-style-type: none"> <li>➤ Behaviorism</li> <li>➤ Cognitivism</li> <li>➤ Constructivism</li> <li>➤ Connectivism</li> </ul> </li> <li>3. Provide a comparison per each theory of learning given above.</li> <li>4. All comparisons requested will be posted in a single entry. It is suggested that you post the entry in an essay format. Your teacher will share some examples of essays.</li> <li>5. Consider the correct use of grammar structures, spelling of words, punctuation and capitalization.</li> <li>6. Post your entry in the <b>Academic 1 Forum</b></li> <li>7. Be careful with plagiarism. Do not copy-paste any information or ideas that do not belong to you. Instead, paraphrase it with your own words.</li> </ol> <p><b>PART 2: Replying to two partners' posts</b></p> <ul style="list-style-type: none"> <li>➤ You will reply to two classmates' posts.</li> <li>➤ You will provide an opinion about their entries. Here you will have to say if you agree or disagree with your partners' information. Besides that, you will provide information that you consider your classmates should include in their posts.</li> <li>➤ You have to write at least 50 words per each entry.</li> <li>➤ Be polite and professional at the moment of sharing your point of view.</li> </ul>	
<b>TOOLS</b>	Internet search engines, Moodle platform, Academic Guideline for the Forum	
<b>DUE DATE</b>	Sunday, August 29 <sup>th</sup> to Friday, September 3 <sup>rd</sup> , 2021 at 11:59 pm.	



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**RUBRIC FOR ACADEMIC FORUM (20%)**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_


Criteria	4	3	2	1	Points
<b>Focus on assigned topic</b>	Student has based his/her entire post on the assigned topic and shows a clear understanding of the topic by providing accurate comparisons of theories of learning	Student has based part of his/her post on the assigned topic and shows some understanding on the topic by providing comparisons of theorist of learning somewhat accurate	Student has based part of his/her post on the assigned topic and shows little understanding on the topic by providing comparisons of theorist of learning somewhat accurate	The student has not based his/her post on the assigned topic and does not have a clear idea on the activity	
<b>Topic understanding</b>	Student shows a clear understanding on the topic	Student shows some degree of understanding on the topic	Student shows little understanding on the topic	Student does not show any understanding on the topic	
<b>Mechanics</b>	Student has posted his/her entries with no mistakes on grammar, punctuation, spelling and capitalization	Student has posted his/her entries with some mistakes on grammar, punctuation, spelling and capitalization (no more than 5 mistakes overall)	Student has posted his/her entry with some mistakes on grammar, punctuation, spelling and capitalization (more than 6 mistakes up to 10 overall)	Student has posted his/her entries with many mistakes on grammar, punctuation, spelling and capitalization (more than 10 mistakes overall)	
<b>Quality of the post</b>	Student was able to reply accurately to two classmates' posts.	Student was able to reply somehow accurately to two classmates' posts.	Student was able to reply to one classmate's post somewhat accurately.	Student was not able to reply accurately to his/her classmates' posts.	
<b>Ownership of the post</b>	Student has shown evidence of ownership of the post. There are no signs of plagiarism	Student has shown evidence of some ownership of the post by providing comparisons of theories of learning using a lot of paraphrasing.	Student has shown evidence of little ownership of the post by providing comparisons of theories of learning. Some attempts of paraphrasing are shown	Student has not shown evidence of ownership. There is clear evidence of plagiarism	

Total: \_\_\_\_/20

## APPENDIX C: Second Evaluation Guideline and Rubric of Module I - Infographics



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SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT  
MODULE 1: ONLINE ENGLISH LANGUAGE TEACHING



### INFOGRAPHIC GUIDELINES

**OBJECTIVES:**

- ❖ Select and analyze the features of 4 Learning Management Systems (LMS).
- ❖ Elaborate an infographic to identify the features of the selected Learning Management Systems (LMS).

**GUIDELINES**

- ✦ For this activity, you are going to create an infographic. In order to do this, follow these steps:
  1. Research information about the 4 most common LMS.
  2. After having analyzed the information, you must select the features of each LMS. Then include them in your infographic.
- ✦ Upload your infographic on Campus in a PDF or JPG format and share the link. Please upload it to **Infographic Score**.

**Useful information:**


- ✦ Use the following website to create your infographics:  
<https://www.canva.com/design/play?category=tACFahzNhT4>
- ✦ Watch the video in the link below to learn how to create your own infographics:  
<https://www.youtube.com/watch?v=Z1A33gSULvo>
- ✦ Infographic means "a visual representation of information or data" (Oxford dictionary); for this reason, you need to keep in mind that your infographic should represent all Learning Management Systems that you selected. Those LMSs have to be accompanied by imagery in order to be easy-to-understand.
- ✦ Make sure you read the rubric below to know the criteria that will be evaluated for this activity.
- ✦ The due date for this activity is on **Friday, September 17<sup>th</sup>, 2021** at 11:59 PM. If you hand in your assignment after the due date, your infographic will not be evaluated.

### INFOGRAPHIC RUBRIC (20%)


CRITERIA	4	3	2	1	Points earned
Visuals	Selection, color, shape, size, and arrangement of imagery contribute to clear meaning about the selected Learning Management Systems (LMS).	Selection, color, shape, size, and arrangement of imagery contribute some meaning about the selected Learning Management Systems (LMS).	Selection, color, shape, size, and arrangement of imagery are present but do not contribute to the meaning of the selected Learning Management Systems (LMS).	Selection, color, shape, size, and arrangement of imagery are distracting or misleading.	
Content	Content is accurate and information is presented in a logical order. It demonstrates an in-depth understanding of the Learning Management Systems selected.	Content is accurate but some information is not presented in a logical order. It is still generally easy to follow. Acceptable understanding of the Learning Management Systems selected.	Content is questionable and information is not presented in logical order making it difficult to follow. Basic understanding of the Learning Management Systems selected.	Content is inaccurate and information is not presented in logical order. It can be copy and paste from other sources. There is lack of understanding of the of the Learning Management Systems selected.	
Attractiveness	The infographic is <i>exceptionally</i> attractive in terms of design, layout, and neatness.	The infographic is attractive in terms of design, layout, and neatness.	The infographic is acceptably attractive though it may be a bit messy.	The infographic is distractingly messy or very poorly designed. It is not visually appealing.	
Mechanics	Consistent standard English usage, spelling, capitalization, and punctuation. No errors.	Some errors (1-2), but none major, in usage, spelling, capitalization, or punctuation.	A few errors (3-4) in usage, spelling, capitalization, or punctuation	Distracting errors (5 or more) in usage, spelling, capitalization, or punctuation	
<b>Score</b>					



## APPENDIX D: Third Evaluation Guideline and Rubric of Module I – Create a Virtual Course



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SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



**CREATE A VIRTUAL COURSE**

**OBJECTIVES:**

- ✦ Create an English course on Google Classroom with its basic features.
- ✦ Select a macro skill or subskill to upload material to your course.

**GUIDELINE**

- ❖ In this activity, you are going to create a course on Google Classroom (The teacher will give a demo on how to create a course on Google Classroom). In order to do this evaluated activity, you will have to follow these steps:
  1. Watch the video on the link below about how to create a course on Google Classroom.  
<https://www.youtube.com/watch?v=C2a7XFO9Le8&t=292s>
  2. Log in to your institutional email. You will have to use the domain @ues.edu.sv
  3. Then go to Google Apps and select Classroom.
  4. After that, go to create a class or join a class. You will select Create a class.
  5. Write the name of the course and select Create.
  6. Add the members of your team with the role of a teacher. Go to People and select Invite a teacher. Here you will have to add your classmates' emails one by one.
  7. Invite your teacher to your group. He/she has to be with the role of a teacher.
- ❖ Select a macro skill (Listening, Speaking, Writing and Reading) or a subskill (Grammar, pronunciation, etc.).
- ❖ Upload material on Google Classroom for a 45-minute class. You can add PDF files, Videos, audios, PPT, etc. Upload this information to Classwork.
- ❖ Upload a welcome message to Stream (Tablon).
- ❖ Upload an evaluated activity to Assignment or Quiz Assignment.
- ❖ The due date for this activity will be on Friday, October 1<sup>st</sup>, 2021 at 11:59 pm. Updates done after the due date will not be evaluated.
- ❖ See below the rubric to be used to evaluate your course.



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CREATE A COURSE RUBRIC (30%)

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Criteria	4	3	2	1	Points
Course Organization	The course is well organized.	The course is somehow organized.	The course is a little organized.	The course is not organized.	
Greetings	The group post an outstanding welcome message on the Stream (Tablon).	The group post a very good welcome message on the Stream (Tablon).	The group post a good welcome message on the Stream (Tablon).	The group post a welcome message on the Stream (Tablon) a little bit good	
Mechanics	The group has posted its materials with no mistakes on grammar, punctuation, spelling and capitalization	The group has posted its materials with some mistakes on grammar, punctuation, spelling and capitalization (no more than 5 mistakes overall)	The group has posted its materials with some mistakes on grammar, punctuation, spelling and capitalization (more than 6 mistakes up to 10 overall)	The group has posted its materials with many mistakes on grammar, punctuation, spelling and capitalization (more than 10 mistakes overall)	
Appearance	The course (layouts, images, videos, audios, pdf, PPT) is attractive. It looks professional and it is easy to navigate.	The course (layouts, images, videos, audios, pdf, PPT) looks professional and it is somehow easy to navigate.	The course (layouts, images, videos, audios, pdf, PPT) looks somehow professional and it is a little bit easy to navigate.	The course (layouts, images, videos, audios, pdf, PPT) looks unprofessional and it is hard to navigate.	
Material	The group posts appropriate materials on Classwork according to the macro skill or subskill selected.	The group posts very good materials on Classwork according to the macro skill or subskill selected.	The group posts good materials on Classwork according to the macro skill or subskill selected.	The group posts inappropriate materials on Classwork according to the macro skill or subskill selected.	
Evaluation	The group set up an outstanding evaluation on Classwork.	The group set up a very good evaluation on Classwork.	The group set up a good evaluation on Classwork.	The group did not set up an evaluation on Classwork.	

## APPENDIX E: Fourth Evaluation Guideline and Rubric of Module I – Demonstrate Class on Meet



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SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



### DEMONSTRATIVE CLASS ON MEET (30%)

**Objective:** To prepare and manage a micro-teaching lesson through Google Meet.

### GUIDELINE

- This activity will take place in groups of 5 or 6.
- The same groups that worked on evaluation 3 will have to work together.
- Each group must prepare a 15-minute class.
- To develop your class, you will have to select a macro skill (Listening, Reading, Speaking and Writing) or subskill (Grammar, Vocabulary or pronunciation).
- Create a lesson plan. You can select any format.
- At the moment of having your demo class, you will have to develop the class by sharing the information in PowerPoint presentation. Make sure that all members of the group will teach any part of the lesson plan.
- Upload the Lesson plan, PowerPoint Presentation, or any other material that you are going to use to teach your class to **Demonstrative Class Score**.
- The due date for this evaluation will be on **Saturday, October 9<sup>th</sup>, 2021 from 8:00 am to 11:50 am**.
- This activity will take place in the last session of class, you need to be prepared to deliver your topic.



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Student's name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

Criteria	5	4	3	2	1	Points
<b>Knowledge of subject/topic</b>	Demonstrates masterful knowledge of subject	Demonstrates above average knowledge of subject	Demonstrates adequate knowledge of subject	Demonstrates below average knowledge of the subject	Demonstrates poor knowledge of the subject.	
<b>Communication skills (clarity)</b>	Demonstrates superior ability to communicate / the teacher is easily understood.	Demonstrates above average ability to communicate with the audience.	Demonstrates average ability to communicate with the audience.	Demonstrates below average ability to communicate with the audience.	Demonstrates poor ability to communicate with the audience.	
<b>Confidence</b>	Demonstrates an extremely poised and confident demeanor.	Demonstrates above average poise and confidence.	Demonstrates an average display of confidence.	Demonstrates below average display of confidence.	Demonstrates a poor display of confidence.	
<b>Voice</b>	Speaks using superior modulation of volume and with clarity.	Speaks using above average level of modulation of volume and with clarity.	Speaks using average modulation of volume and clarity.	Speaks using below modulation of volume and clarity.	Speaks using poor modulation of volume and with clarity.	
<b>Effective use of materials/technology</b>	The teacher has a superior ability to use technology for effective conduct class.	The teacher has above average ability to use technology for effective conduct of class.	The teacher has average ability to use technology for effective conduct of class.	The teacher has below average ability to use technology for effective conduct of class.	The teacher has poor ability to use technology for effective conduct of class.	

## **APPENDIX F: Program of Module II – Educational Applications for Learning a Foreign Language**



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### **PROGRAM**

#### **1. GENERAL INFORMATION**

- 1.1. Module 2: **Educational Applications for Learning a Foreign Language**
- 1.2. Code: **APE214**
- 1.3. Pre-requisite: **None**
- 1.4. Academic Credits: **3**
- 1.5. Target Population: **Students who have concluded their academic courses**
- 1.6. Month and Year: **October- December 2021**
- 1.7. Major Academic Unit: **Foreign Languages Department**
- 1.8. School: **School of Arts and Sciences**
- 1.9. Module Term: **8 Weeks/ 2 Months**
- 1.10. Hours per Module: **60 Hours**
- 1.11. Professors : **Licda. Sey Danisia Najarro de Alvarado**  
**Lic. Juan Antonio Flamenco Flamenco, MsDi.**  
**Licda. Blanca Alicia Menjivar González, MsE.**

## **2. Module Description**

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

## **3. OBJECTIVES**

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

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

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

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

- ✓ define the terms and principles associated with technological tools for educational purposes.
- ✓ use technological tools to plan and develop synchronous class activities.

## **4. METHODOLOGY**

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

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

## 5. CONTENTS

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

**Time Table**

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

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

## 7. CLASS POLICIES

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

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

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

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

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

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

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

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

**\*Artículo 147**

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

**\*\*Artículo 148**

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

**\*\*Artículo 150**

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

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

**\*\*Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

## 8. REFERENCES

### BOOKS

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

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


### WEBSITES

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


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

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


## APPENDIX G: First Evaluation Guideline and Rubric of Module II – Infographics



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# INFOGRAPHIC GUIDELINES



### GUIDELINES

For this activity, you are going to create an infographic. In order to do this, follow these steps:

1. Research information about technological tools, their use in online classes, their most important features, the principles of the use of technology, others.
2. After having analyzed the information, you must select your information. Then include the most important aspects of the use of technology or technological tools in teaching-learning (languages) in your infographic.
3. Upload your infographic on campus in a PDF or JPG format (please check the quality of the image before send it).

### USEFUL INFORMATION

Infographic means "a visual representation of information or data" (Oxford dictionary)  
But the meaning of an infographic is something much more specific.

**An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic.**

#### OBJECTIVE

Elaborate an infographic to communicate the importance of the use of technological tools in teaching-learning languages.

#### DUE DATE

Friday, October 29th, 2021.



AN INFOGRAPHIC IS A COLLECTION OF IMAGERY, CHARTS, AND MINIMAL TEXT THAT GIVES AN EASY-TO-UNDERSTAND OVERVIEW OF A TOPIC.

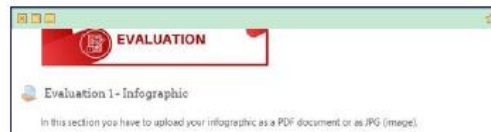
Infographics use striking, engaging visuals to communicate information quickly and clearly. They are an effective tool for visual communication. The most visually appealing creative infographics are often the most effective, because they grab our attention and don't let go.

But it's crucial to remember that the visuals in an infographic must do more than excite and engage. They must help us understand and remember the content of the infographic.

The followings are some tips or steps you can follow to create your infographic

- Define your goals
- Gather your information
- Choose a type of infographic
- Create a logical hierarchy in your data
- Pick and customize a template that fits your message
- Download and share your infographic

You will find on CAMPUS, a homework where you will upload your infographic. You will find this section in WEEK 2



### Infographics Rubric

Criteria	4	3	2	1	Points earned
Design/layout	The design/layout is neat, clear, and visually appealing	It is attractive in terms of design, layout and neatness	It is acceptably attractive though it may be a bit messy.	It is distractingly messy, unattractive, or very poorly designed.	
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.	
Graphics - Visual	Color, shape, size, and arrangement of graphics contribute meaning to the overall message.	Color, shape, size, and arrangement are eye catching and contribute some meaning.	Color, shape, size, and arrangement are present but do not add to the information.	Color, shape, size, and arrangement are distracting or misleading.	
Content	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order.	Content is questionable and information is not presented in logical order making it difficult to follow.	Content is inaccurate and information is not presented in logical order. It can be copy and paste from other sources.	
Mechanics	Consistent standard English usage, spelling, capitalization, and punctuation. No errors.	Some errors (1-2), but none major, in usage, spelling, capitalization, or punctuation.	A few errors (3-4) in usage, spelling, capitalization, or punctuation	Distracting errors (5 or more) in usage, spelling, capitalization, or punctuation.	
___/20 Score					

**APPENDIX H: Second Evaluation Guideline and Rubric of Module II – Flipgrid**  
**Video**

**EVALUATION 2** →

FLIPGRID VIDEO

**Objective:**  
**Elaborate a video using Flipgrid of two Educational tools and their use.**

For this activity, you are going to create or upload a video using Flipgrid.

In order to do this, follow these steps:

1. Research information about the Educational tools, their use in online classes, their most important features, the activities you can create with them or how to use them in class.
2. After having analyzed the information, you must select two Educational Tools.
3. Then prepare, for each Educational Tool a short description and a concrete example on how to use them in class.
4. Record your video using Flipgrid, your phone, or any other application (Screen cast-o-matic, Loom) and upload your video to Flipgrid.

**You can find the Topic on Flipgrid here: <https://flipgrid.com/efd40e6c>  
Remember to enter with your institutional email.**

**Due date: Friday, November 12th, 2021**





### Flipgrid video - Rubric

Criteria	4	3	2	1	Points earned
Focus on assigned topic	Student has based his/her entire video on the assigned topic.	Student has based part of his/her video on the assigned topic.	Student has based part of his/her video on the assigned topic.	Student has not based his/her video on the assigned topic.	
Topic understanding	Student shows a clear understanding on the topic by providing accurate information	Student shows some degree of understanding on the topic by providing somewhat accurate information.	Student shows little understanding on the topic by providing somewhat accurate information in one question.	Student does not show any understanding on the topic.	
Grammar	There are no grammatical mistakes.	There is 1 grammatical mistake.	There is 1 grammatical mistake.	There are 2 grammatical mistakes	
Speaks clearly	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly most (94-85%) of the time.	Often mumbles or cannot be understood.	
Time	Length of presentation was 4 to 5 minutes.	Length of presentation was 4 minutes.	Length of presentation was 3 minutes.	Length of the presentation was less than 3 minutes or more than 5 minutes.	
___ /20 Score					

## APPENDIX I: Third Evaluation Guideline and Rubric of Module II – Powtoon Video



### OBJECTIVE:

CREATE A VIDEO USING POWTOON TO RECOMMEND TO OTHER TEACHERS THE USE OF AN EDUCATIONAL TOOL.

**DUE DATE: FRIDAY, NOVEMBER 19, 2021.**

This activity will be developed in pairs.

You have to create a video using Powtoon about **one Educational Tool**, from the ones seen in class (Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Wordwall, Pear Deck, Genially). This video has to **recommend the use of an Educational Tool and it must be focused on teachers**.

In order to do this, follow these steps:

1. Research information about the Educational tools, their use in online classes, their most important features, the activities you can create with them or how to use them in class.
  2. After having analyzed the information, you must select one Educational Tool.
  3. Then prepare a description, features and uses of the Educational Tool.
  4. Create a video in Powtoon. Remember that you have a time limit of 3 minutes.
- Both students must participate in the narration of the video.

You will find the section to share your video on **Campus UES** in the **week 5, Evaluation 3**.

**Rubric**

Criteria	4	3	2	1	Points earned
Focus on assigned topic	Student has based his/her entire video on the assigned topic.	Student has based part of his/her video on the assigned topic.	Student has based part of his/her video on the assigned topic.	Student has not based his/her video on the assigned topic.	
Topic understanding	Student shows a clear understanding on the topic by providing accurate information	Student shows some degree of understanding on the topic by providing somewhat accurate information.	Student shows little understanding on the topic by providing somewhat accurate information in one question.	Student does not show any understanding on the topic.	
Grammar	There are no grammatical mistakes.	There is 1 grammatical mistake.	There is 1 grammatical mistake.	There are 2 grammatical mistakes	
Speaks clearly	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly all (100-95%) the time.	Speaks clearly and distinctly most (94-85%) of the time.	Often mumbles or cannot be understood.	
Graphics	Graphics are related to the theme and enhance viewer interest or understanding.	Graphics are related to the theme and enhance viewer interest or understanding.	Graphics are related to the theme and enhance viewer interest or understanding.	Graphics seem randomly chosen OR distract the reader.	
___ /20 Score					

## **APPENDIX J: Fourth Evaluation Guideline and Rubric of Module II – Demonstrative Class (Microteaching)**



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### **Demonstrative class (microteaching)**

**Objective:** To prepare and manage a micro-teaching lesson using Educational Tools.

This activity will take place in groups of 5. You need to create the groups in advance to facilitate the process. In this [Google document](#) you can write the name of the students and the topic. Each student must prepare a five-minutes participation.

**Due date:**

Saturday, November 27<sup>th</sup> and Saturday, December 4<sup>th</sup>, 2021 (8:00am – 12:00pm)

**Guidelines:**

For this activity, in groups you are going to present a topic (the same topic for the complete group).

Each member should choose a part of a lesson. Each student will have 5 minutes to develop his/her part of the lesson.

The lesson must include: warm up, presentation, practice, production and wrap up

This is the template of the [LESSON PLAN](#) each group has to: a) create a copy of the document, b) fill it out and c) share it as a [Google document link](#) in [Microteaching groups](#) (the same document where you have to write your names and the topic).

This lesson plan must be presented on Friday, November 26<sup>th</sup>, before noon. If the lesson plan is not presented, you will not have the right to present your lesson on Saturday.

To deliver the activity to the class you have to use one Educational Tool. Try to no repeat tools in the group.

The groups will be selected randomly, that means all the group must be prepared to present on Saturday, November 27<sup>th</sup>.

To each group will correspond a number of 10 students (choose randomly)

After the group finish the lesson (25 minutes), your classmates will provide feedback (10 minutes).

## Useful information

**Micro teaching** is an innovative technique used for the teacher trainees to enhance their classroom teaching skills, attitude and behavior.

### Objectives of Micro teaching

1. To enable teacher trainees to learn and assimilate new teaching skills under controlled conditions
2. To enable teacher trainees to master a number of teaching skills
3. To enable teacher trainees to gain confidence in teaching

### Characteristics of Micro teaching

1. It is an individualized training technique
2. It scales down the complexities of real teaching practicing one skill at a time
3. It reduces the class size to 5 - 10 pupils
4. It reduces the duration of lesson to 5-10 minutes
5. It limits the content to a single concept.
6. Immediate feedback helps in improving, fixing and motivating learning immediate peer feedback

### Aims & Objectives

**Aims** are what teachers and learners want to achieve in a lesson or a course. Different classroom activities are planned in order to achieve these aims. In other words, the aims on lesson plans often describe what the teacher wants learners to be able to do by the end of a lesson, or what they will have done during it.

There should ideally be one aim to the lesson, keywords for a lesson aim could be: To demonstrate, to investigate, to develop, to create. The aim should 'marry up' with the scheme of work and can be used to track the progress or the course or subject delivery.

**Objectives** are the individual stages that learners must achieve on the way in order to reach the overall aim of a lesson.

The objectives must be clear to all learners and are the steps the learner will go through to complete the aim. Learning objectives should include active verbs such as 'state', 'explain', 'outcome', 'list' or 'describe'.

Examples

Aim: To enable participants to write learning aims and objectives

- Objective: To establish the difference between aims and objectives  
To introduce the learning domains  
To provide a list of useful verbs to use when writing learning aims and objectives  
To demonstrate to participants how to develop measurable learning objectives



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Criteria	4	3	2	1
Lesson Aim	The lesson is based on a clear aim. The aim is complete and well written.	The lesson is based on an aim. The aim is not clear enough, but it is well written.	The lesson is based on an aim. The aim is not clear enough, and it is not well written	The lesson is not based on an aim.
Content of Lesson	Content of lesson is grade level appropriate, meets the objective, and is engaging for students.	One of the following areas are deficient: Content of lesson is grade level appropriate, meets the objective, and is engaging for students.	Two of the following areas are deficient: Content of lesson is grade level appropriate, meets the objective, and is engaging for students.	Three of the following areas are deficient: Content of lesson is grade level appropriate, meets the objective, and is engaging for students.
Preparedness	The work group is completely prepared, has rehearsed and respect the assigned time.	The work group seem pretty prepared but might have needed a couple more rehearsals. They respect the assigned time.	The work group seem pretty prepared but might have needed a couple more rehearsals. They do not respect the assigned time.	The work group does not seem at all prepared to present.

<b>Language Use</b>	The speech presents no grammatical mistakes or they are not noticeable.	There are some minor grammatical mistakes along the speech but they do not affect the comprehension of the information.	There are some important grammatical mistakes which affect the comprehension at the level of sentence but not the whole information.	The speech cannot be followed because of the amount of grammatical mistakes
<b>Pronunciation</b>	The student speaks clearly and distinctly all the time. There aren't pronunciation mistakes or they are not noticeable.	The student speaks clearly and distinctly most of the time. Pronunciation mistakes occur rarely and they do not affect the comprehension of the message.	The student speaks clearly most of the time. A few important pronunciation mistakes occur which affect the meaning of words, expressions or phrase. There are some sounds from the mother tongue.	The student often mumbles or cannot be understood. Pronunciation is poor and there are a lot of sounds from the mother tongue.

**APPENDIX K: Program of Module III – Design of Didactic Materials for Virtual Environments**



**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 for use in the teaching and learning of foreign languages.

b) Specific objectives

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

- Use technological tools for the design of didactic materials.

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

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

## **4. METHODOLOGY**

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each 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"> <li>❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment</li> <li>❖ Use and creation of Podcasts</li> <li>❖ Using Audacity</li> <li>❖ Using SoundCloud</li> </ul>	<ul style="list-style-type: none"> <li>❖ Readings</li> <li>❖ Tutorials</li> <li>❖ Guidelines for the elaboration of activities</li> </ul>	Elaboration of a Podcast
Week 3 y 4	<ul style="list-style-type: none"> <li>❖ The Fundamentals of image selection</li> <li>❖ Using and Creating a Google Site</li> <li>❖ Using Genially</li> </ul>	<ul style="list-style-type: none"> <li>❖ Presentations tutorials</li> <li>❖ Guidelines for the elaboration of evaluated activities</li> </ul>	Elaboration of an interactive image  Creation of a Google Site
Week 5 y 6	<ul style="list-style-type: none"> <li>❖ Fundamentals of Creating Presentations</li> <li>❖ Using Google Presentations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Readings, tutorials</li> <li>❖ Guidelines for the elaboration of evaluated activities</li> </ul>	Creating a Google presentation
Week 7 y 8	<ul style="list-style-type: none"> <li>❖ Fundamentals of video creation</li> <li>❖ OpenShot working environmen.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Readings, tutorials</li> <li>❖ Software for videos</li> <li>❖ Guidelines for elaboration of evaluated activities</li> </ul>	Elaboration of a video

## Time Table

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

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

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### **Formative Assessment:**

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

### **Summative evaluation:**

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

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

## 7. CLASS POLICIES

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

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

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

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

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

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

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

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

#### Artículo 147

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

#### Artículo 148

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

#### Artículo 150

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

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

Artículo 151

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

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

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

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas



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

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

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable 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.**

## APPENDIX L: First Evaluation Guideline and Rubric of Module III – Podcast



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### PODCAST (20%)

<b>MATERIALS AND RESOURCES</b>	<ul style="list-style-type: none"> <li>▪ <a href="https://www.audacityteam.org/download/">https://www.audacityteam.org/download/</a></li> <li>▪ <a href="https://soundcloud.com/">https://soundcloud.com/</a></li> </ul>
<b>TASK</b>	<b>CREATE A PODCAST</b>
<b>STUDENT'S ROLE</b>	<p>To carry out this individual evaluation, students will:</p> <p><b>PART 1</b></p> <ul style="list-style-type: none"> <li>• You will select the audience.</li> <li>• Then, you will have to select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc).</li> <li>• After that you will have to write the script of your podcast.</li> <li>• Moreover, you will have to record yourself developing your topic. You will use Audacity to record your audio or any other software.</li> <li>• Your Podcast have to be developed in the following parts: Introduction, body and conclusion.</li> <li>• Add background music in your Podcast.</li> <li>• Also, at the moment of uploading your podcast to Soundcloud, do not forget to add a picture.</li> </ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"> <li>• You will have to share the link for your Podcast to Campus.</li> <li>• Besides that, you will have to upload the script for your Podcast to Campus in a Word or PDF format.</li> </ul>

	<ul style="list-style-type: none"> <li>• Upload the link for this assignment to <b>Podcast Score</b> which is on <b>Campus</b>.</li> <li>• The audio has to have a length between 3 to 5 minutes and it has to be in Mp3 format.</li> <li>• In class 2 the teacher will let you know how to create and share a Podcast.</li> </ul>
<b>TUTOR'S ROL</b>	Feedback about the evaluation activity, answer students' questions and clarify their doubts.
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Students will create a Podcast to share their knowledge about a selected topic.</li> </ul>
<b>DUE DATE</b>	Friday, February 4 <sup>th</sup> , 2022 at 11:59 P.M
<b>ASSESSMENT CRITERIA</b>	See Annexed Rubric.



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**PODCAST RUBRIC (20%)**

Criteria	Below expected level <sup>(1)</sup>	At expected level (2)	Above expected level (3)
Development of topic	Some understanding of topic shown. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
Voice: clarity, pace, fluency	Student occasionally spoke clearly and at a good pace.	Student usually spoke clearly. Delivery was usually fluent.	Student spoke clearly and at a good pace. Delivery was fluent and expressive.
Vocabulary	The vocabulary of the audio was mainly appropriate for the topic.	The vocabulary of the audio was somehow appropriate for the topic.	The vocabulary of the audio was appropriate for the topic.
Grammar	The audio content was occasionally grammatically correct.	The audio content was usually grammatically correct.	The audio content was grammatically correct.
Pronunciation	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation are usually correct.	Pronunciation and intonation are correct and confident.
Audio format	The student did not follow the guideline to upload the audio in the appropriate format.	The student uploaded the audio in the appropriate format (MP3), but he/she did not stick to the time allotted.	The student followed the guideline to upload the audio in the appropriate format (MP3).
Script	Student did not share the script and the link for the Podcast on Campus.	Students shared just the script or the link for the Podcast on Campus.	Student shared the script and link for the Podcast on Campus.

**Note: If you do not do the Podcast, your score will be zero.**

**APPENDIX M: Second Evaluation Guideline and Rubric of Module III – Interactive Image**



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**INTERACTIVE IMAGE (15%)**

<b>MATERIALS AND RESOURCES</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.gimp.org/es/descargar-gimp.html">http://www.gimp.org/es/descargar-gimp.html</a></li> <li>▪ <a href="https://genial.ly/es/">https://genial.ly/es/</a></li> </ul>
<b>TASK</b>	<b>CREATE AN INTERACTIVE IMAGE</b>
<b>STUDENT'S ROL</b>	<p>To carry out this individual evaluation, students will:</p> <p><b>PART 1</b></p> <ul style="list-style-type: none"> <li>• You will have to select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc).</li> <li>• After that you will have to log in to genially to create your interactive image.</li> <li>• Moreover, you will have to add text to the image and background music.</li> <li>• Also, keep in mind that you will have to use from 3 to 5 pages on your interactive image on genially.</li> </ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"> <li>• You will have to edit an image given by your teacher.</li> <li>• You will have to edit it using GIMP (See the link above to download it).</li> <li>• The image has to contain 1000 ppi.</li> <li>• It has to be in JPEG or JPG format.</li> <li>• You will have to compress the image given between 70 KB and 100 KB.</li> </ul>

	 <ul style="list-style-type: none"> <li>• You will have to put the image in the appropriate angle like the example given in class. See the picture below:</li> <li>• When you finish the interactive image, please share the link on <b>Interactive Image Score</b>. <b>Do not forget to upload the image that you edited using GIMP too.</b></li> <li>• In class 3 the teacher will let you know how to create and share your Interactive Image.</li> </ul>
<b>TUTOR'S ROL</b>	Feedback about the evaluation activity, answer students' questions and clarify their doubts.
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Students will create an interactive image to share their knowledge about a given topic.</li> </ul>
<b>DUE DATE</b>	Friday, February 11 <sup>th</sup> , 2022 at 11:59 P.M
<b>ASSESSMENT CRITERIA</b>	See Annexed Rubric.



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**INTERACTIVE IMAGE RUBRIC (15%)**

Criteria	Below expected level <sup>(1)</sup>	At expected level (2)	Above expected level (3)
<b>Development of topic</b>	Some understanding of topic shown. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
<b>Image size</b>	Student did not change the pixel from the original image.	Student changed the pixel for the image but he/she did not add the appropriate ones.	Student changed the appropriate pixels for the image.
<b>Vocabulary</b>	The vocabulary of the interactive image was mainly appropriate for the topic.	The vocabulary of the interactive image was somehow appropriate for the topic.	The vocabulary of the interactive image was appropriate for the topic.
<b>Grammar</b>	The content was occasionally grammatically correct.	The content was usually grammatically correct.	The content was grammatically correct.
<b>Compress/Rotate</b>	Student did not compress and rotate the image.	Student compressed the image but he/she did not rotate the image.	Student compressed the image and rotate the image.
<b>File format</b>	The student did not follow the guideline to upload the files in the appropriate format.	The student uploaded the files in the appropriate format, but he/she did not stick to the time allotted to upload it.	The student followed the guideline to upload the interactive image and the edited image in the appropriate format.
<b>Task completion</b>	Student did not share the interactive image and the image edited on GIMP.	Student shared just the interactive image or the link on Campus.	Student shared the interactive image and the image that was edited on GIMP.

**Note: If you do not do the Interactive Image, your score will be zero.**

**APPENDIX N: Third Evaluation Guideline and Rubric of Module III – Elaborate a Google Site and Google Presentation**



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**ELABORATE A GOOGLE SITE AND GOOGLE PRESENTATION**

<b>MATERIALS AND RESOURCES</b>	<ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=5BhCVvFWetE">https://www.youtube.com/watch?v=5BhCVvFWetE</a></li> <li>▪ <a href="https://sites.google.com/new?hl=es&amp;tgif=d">https://sites.google.com/new?hl=es&amp;tgif=d</a></li> </ul>
<b>TASK</b>	<b>ELABORATE A GOOGLE SITE AND GOOGLE SLIDE/PRESENTATION</b>
<b>STUDENT'S ROL</b>	<p>To carry out this individual evaluation, students will:</p> <p><b>PART 1</b></p> <ul style="list-style-type: none"> <li>• You will have to select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc).</li> <li>• After that you will have to create a <b>GOOGLE SITE</b>.</li> <li>• Moreover, you will have to add text to the site.</li> <li>• Besides that, you will have to add images related to your topic.</li> <li>• Also, keep in mind that you will have to use from 5 to 6 sub-parts in your site.</li> <li>• Please add an index to your site and insert a division in each sub-part.</li> <li>• Besides, you will have to insert a video from YouTube related to your topic on your site.</li> </ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"> <li>• You will have to create a <b>GOOGLE SLIDE/PRESENTATION</b></li> <li>• You will have to use the information and images from <b>PART 1</b> to create your Google Presentation.</li> </ul>



	<ul style="list-style-type: none"> <li>You will have to create the presentation online.</li> <li><b>Do not do this activity using PowerPoint.</b></li> <li>You will have to add texts, images, and transitions in your Google Presentation.</li> <li>Finally, you will have to share the links for the GOOGLE SITE and GOOGLE PRESENTATION on Campus.</li> <li>In class 5 the teacher will let you know how to create and share the links for the GOOGLE SITE and GOOGLE PRESENTATION.</li> </ul>
<b>TUTOR'S ROLE</b>	Feedback about the evaluation activity, answer students' questions and clarify their doubts.
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Students will create a GOOGLE SITE and GOOGLE PRESENTATION to share their knowledge about a given topic.</li> </ul>
<b>DUE DATE</b>	Friday, February 25 <sup>th</sup> , 2022 at 11:59 P.M
<b>ASSESSMENT CRITERIA</b>	See Annexed Rubric.



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**ELABORATE A GOOGLE SITE AND GOOGLE PRESENTATION (15%)**

Criteria	Below expected level <sup>(1)</sup>	At expected level (2)	Above expected level (3)
Development of topic	Some understanding of topic shown. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
Images used	Student did not use images in both Google Site and Google Presentation.	Student use images in both Google Site and Google Presentation, but he/she did not add the appropriate ones.	Student use images related to the topic in both Google Site and Google Presentation
Vocabulary	The vocabulary used on Google Site and Google Presentation was mainly appropriate for the topic.	The vocabulary used on Google Site and Google Presentation was somehow appropriate for the topic.	The vocabulary used on Google Site and Google Presentation was appropriate for the topic.
Grammar	The content was occasionally grammatically correct.	The content was usually grammatically correct.	The content was grammatically correct.
Google Site	The student did not follow the guideline to do the Google Site.	The student did somehow the Google Site	The student did a great job on his/her Google Site
Google Presentation	The student did not follow the guideline to do the Google Presentation	The student did somehow the Google Presentation	The student did a great job on his/her Google Presentation
Task completion	Student did not share the links for Google Site and Google Presentation to Campus.	Student shared just the link for Google Site on Campus.	Student shared the links for both Google Site and Google Presentation to Campus.

**Note: If you do not do Task 3, your score will be zero.**

## APPENDIX O: Fourth Evaluation Guideline and Rubric of Module III – Video

### Editing



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#### VIDEO EDITING

<b>MATERIALS AND RESOURCES</b>	<ul style="list-style-type: none"><li>▪ <a href="https://www.openshot.org/">https://www.openshot.org/</a></li><li>▪ <a href="https://www.youtube.com/watch?v=Je0U9YCa1lc">https://www.youtube.com/watch?v=Je0U9YCa1lc</a></li></ul>
<b>TASK</b>	<b>VIDEO EDITING</b>
<b>STUDENT'S ROLE</b>	<p>To carry out this individual evaluation, students will:</p> <p><b>PART 1</b></p> <ul style="list-style-type: none"><li>• You will have to record yourself talking about any topic. It has to be in English.</li><li>• The length for the recording will be from 3 to 5 minutes.</li><li>• For recording your video, you can use a camera, smartphone, laptop or any other technological device.</li></ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"><li>• Edit your video using <b>Openshot, Camtasia, Movie Maker</b> or any other software.</li><li>• At the moment of editing your video, please add a front page at the beginning of your video. Also add a slide at the end of the video saying " Thanks for watching the video".</li><li>• Besides that, add background music at the beginning and at the end of your video.</li><li>• <b>Do not forget to add transitions to each sub parts of your video.</b></li><li>• Also, you will have to add text and at least two images to your video. You will write your name or any other important</li></ul>

	<p>information.</p> <ul style="list-style-type: none"> <li>• The teacher will edit a video applying all the elements that you will have to add. This practice will take place on Class 7.</li> <li>• Upload the video to YouTube. Do not forget to give me access to it.</li> <li>• Then, you will have to share the link on Campus. Please do it on Task IV Score. You can share your link in the Comments option or open a word file and copy and paste the link so that you can upload the file.</li> <li>• The Video has to be in MP4 format.</li> </ul>
<b>TUTOR'S ROLE</b>	Feedback about the evaluation activity, answer students' questions and clarify their doubts.
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Students will share their knowledge about editing a video using one of the video editors used in class.</li> </ul>
<b>DUE DATE</b>	Sunday, March 6 <sup>th</sup> , 2022 at 11:59 P.M
<b>ASSESSMENT CRITERIA</b>	See Annexed Rubric.



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**VIDEO EDITING RUBRIC (20%)**



Criteria	Below expected level <sup>(1)</sup>	At expected level (2)	Above expected level (3)
<b>Development of topic</b>	Some understanding of topic shown. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
<b>Voice: clarity, pace, fluency</b>	Student occasionally spoke clearly and at a good pace.	Student usually spoke clearly. Delivery was usually fluent.	Student spoke clearly and at a good pace. Delivery was fluent and expressive.
<b>Vocabulary</b>	The vocabulary of the video was mainly appropriate for the topic.	The vocabulary of the video was somehow appropriate for the topic.	The vocabulary of the video was appropriate for the topic.
<b>Grammar</b>	The video content was occasionally grammatically correct.	The Video content was usually grammatically correct.	The Video content was grammatically correct.
<b>Pronunciation</b>	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation are usually correct.	Pronunciation and intonation are correct and confident. Self- correction was present during the presentation.
<b>Video format</b>	The student did not follow the guideline to upload the video in the appropriate format.	The student uploaded the video in the appropriate format (MP4), but he/she did not stick to the time allotted.	The student followed the guideline to upload the video Class in the appropriate format (MP4).
<b>Background music</b>	The student did not add background music	The student added background music but just at the beginning or end of the video.	The student added background music in both at the beginning and end of the video.
<b>Front page/ Farewell</b>	The student did not add the front page and final page	The student added just the front page in the video.	The student added the front page and Final page with the farewell in the video.

<b>Images used</b>	Student did not use images in the video	Student use an image just in the Front page.	Student use images in the Front page and farewell page.
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**Note: If you do not edit the video, your score will be zero.**

## APPENDIX P: Fifth Evaluation Guideline and Rubric of Module III – Integrative

### Task

 <div style="text-align: center;"> <p>UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGES DEPARTMENT</p> <p style="background-color: #000080; color: white; padding: 5px; display: inline-block;"><b>INTEGRATIVE TASK</b></p> </div> 	
<b>MATERIALS AND RESOURCES</b>	<ul style="list-style-type: none"> <li>▪ <a href="https://www.youtube.com/watch?v=5BhCVvFWEtE">https://www.youtube.com/watch?v=5BhCVvFWEtE</a></li> <li>▪ <a href="https://sites.google.com/new?hl=es&amp;tgif=d">https://sites.google.com/new?hl=es&amp;tgif=d</a></li> </ul>
<b>TASK</b>	<b>INTEGRATIVE TASK</b>
<b>STUDENT'S ROLE</b>	<p>To carry out this evaluation, students will:</p> <p><b>PART 1: GOOGLE CLASSROOM AND GOOGLE SITE</b></p> <ul style="list-style-type: none"> <li>• You will have to select a topic (Listening, Speaking, Reading, Writing, Grammar, Vocabulary, etc).</li> <li>• Then, you will have to create a course on Google Classroom (Here you will add all the activities stated in this guideline).</li> <li>• After that you will have to create a <b>GOOGLE SITE</b> related to the topic you selected. Then, you will share the link in your course.</li> <li>• Moreover, you will have to add text to the site.</li> <li>• Besides that, you will have to add images related to your topic.</li> <li>• Also, keep in mind that you will have to use from 5 to 6 sub-parts in your site.</li> <li>• Please add an index to your site and insert a division in each sub-part.</li> <li>• Besides, you will have to insert a video from YouTube related to your topic on your site.</li> </ul> <p><b>PART 2: GOOGLE SLIDE</b></p> <ul style="list-style-type: none"> <li>• You will have to create a <b>GOOGLE SLIDE</b></li> <li>• You will have to use the information and images from <b>PART 1</b> to create your <b>Google SLIDE</b>.</li> <li>• You will have to create the presentation online.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Do not do this activity using PowerPoint.</b></li> <li>• You will have to add <b>texts, images, and transitions</b> in your <b>Google Presentation</b>.</li> <li>• Finally, you will have to share the link for the <b>GOOGLE GOOGLE SLIDE</b> on Google Classroom.</li> </ul> <p><b>PART 3: PODCAST</b></p> <ul style="list-style-type: none"> <li>• You will have to create a Podcast related to your topic and share the link on Google Classroom. Do not forget to add the elements studied in class.</li> </ul> <p><b>PART 4: INTERACTIVE IMAGE</b></p> <ul style="list-style-type: none"> <li>• You will have to create an interactive image on Genially related to your topic. Then, you will share the link on Google Classroom. Do not forget to add the elements studied in class.</li> </ul> <p><b>PART 5: VIDEO EDITING</b></p> <ul style="list-style-type: none"> <li>• You will have to record a video related to your topic. Then you will have to edit it. You can use Camtasia, Movie Maker or any other tool to edit your video. Then you have to upload it to YouTube. Finally, you will have to share the link on Google Classroom.</li> </ul> <p><b>PART 6: LIVE DEFENSE</b></p> <ul style="list-style-type: none"> <li>• You will have a live defense on Saturday, March 12<sup>th</sup>, 2022 from 8:00 to 11:50 am. You will have to let us know how would you develop each activity in a real classroom.</li> </ul>
<b>TUTOR'S ROLE</b>	Feedback about the evaluation activity, answer students' questions and clarify their doubts.
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Students will integrate on Google Classroom all the activities learnt during the whole Module 3.</li> </ul>
<b>DUE DATE</b>	Friday, March 11 <sup>th</sup> , 2022 at 11:59 P.M
<b>ASSESSMENT CRITERIA</b>	See Annexed Rubric.





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



**INTEGRATIVE TASK (30%)**

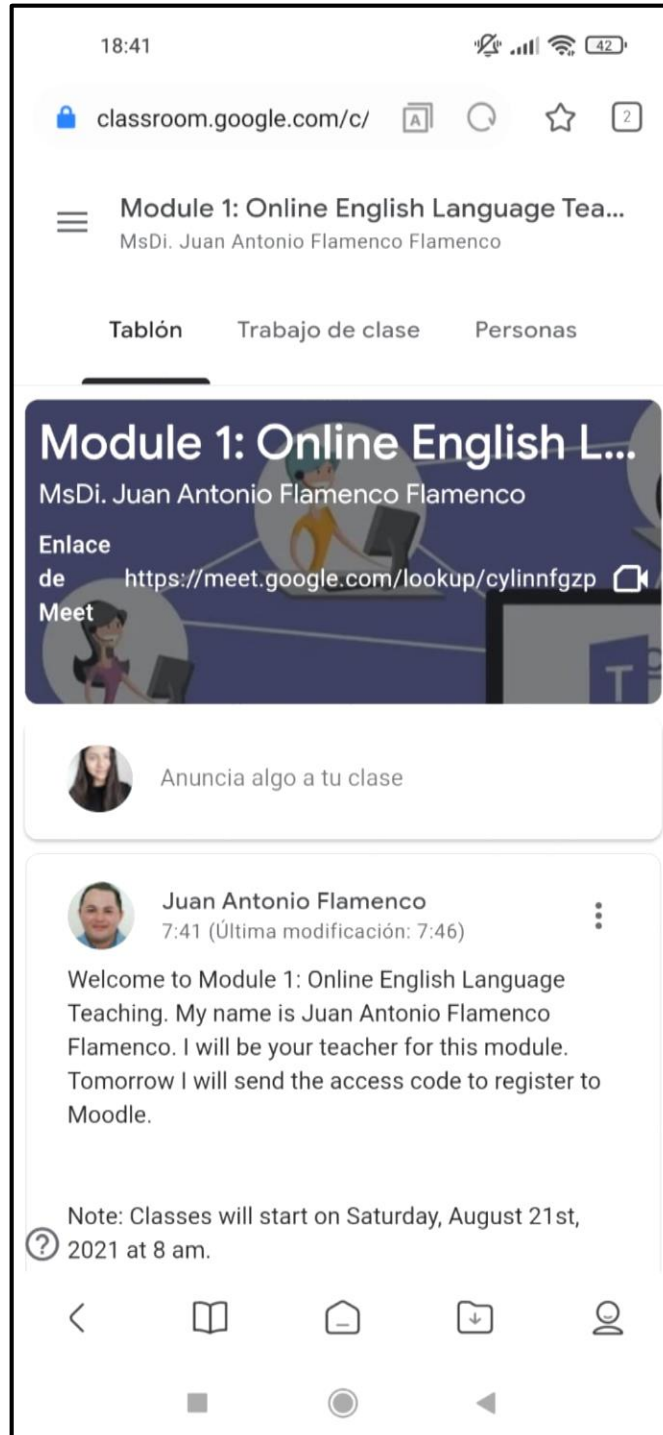
Criteria	Below expected level <sup>(1)</sup>	At expected level (2)	Above expected level (3)
Development of topic	Some understanding of topic shown. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.
Images used	Student did not use images in both Google Site and Google Presentation.	Student use images in both Google Site and Google Presentation, but he/she did not add the appropriate ones.	Student use images related to the topic in both Google Site and Google Presentation
Vocabulary	The vocabulary used on Google Site and Google Presentation was mainly appropriate for the topic.	The vocabulary used on Google Site and Google Presentation was somehow appropriate for the topic.	The vocabulary used on Google Site and Google Presentation was appropriate for the topic.
Grammar	The content was occasionally grammatically correct.	The content was usually grammatically correct.	The content was grammatically correct.
Google Site	The student did not follow the guideline to do the Google Site.	The student did somehow the Google Site	The student did a great job on his/her Google Site
Google Presentation	The student did not follow the guideline to do the Google Presentation	The student did somehow the Google Presentation	The student did a great job on his/her Google Presentation
Task completion	Student did not share the links for Google Site and Google Presentation to Campus.	Student shared just the link for Google Site on Campus.	Student shared the links for both Google Site and Google Presentation to Campus.
Voice: clarity, pace, fluency	Student occasionally spoke clearly and at a good pace.	Student usually spoke clearly. Delivery was usually fluent.	Student spoke clearly and at a good pace. Delivery was fluent and expressive.

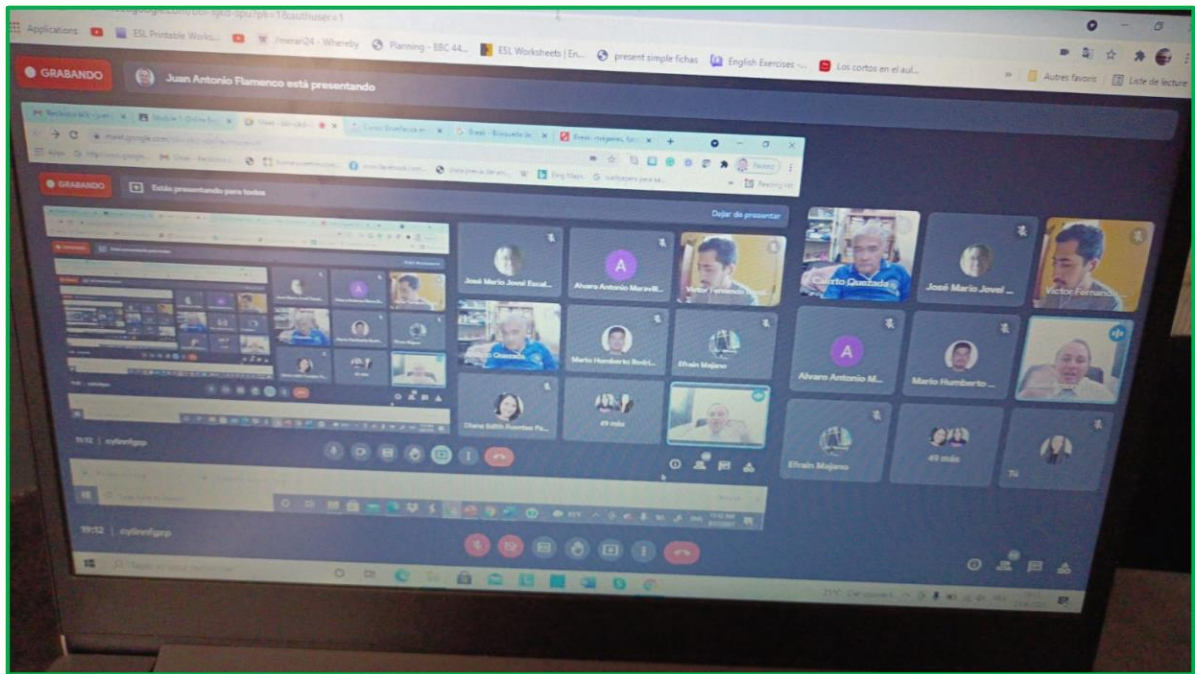
<b>Pronunciation</b>	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation are usually correct.	Pronunciation and intonation are correct and confident.
<b>Audio format</b>	The student did not follow the guideline to upload the audio in the appropriate format.	The student uploaded the audio in the appropriate format (MP3), but he/she did not stick to the time allotted.	The student followed the guideline to upload the audio in the appropriate format (MP3).
<b>Script</b>	Student did not share the script and the link for the Podcast on Campus.	Students shared just the script or the link for the Podcast on Campus.	Student shared the script and link for the Podcast on Campus.
<b>YouTube Video</b>	Student did not share a YouTube video related to the topic on Google site and Video editing.	Student shared a YouTube video related to the topic on Google site.	Student shared a YouTube video related to the topic on Google site and the Video record him/her.
<b>Google Classroom</b>	The course was not created on Google classroom.	The course was created on Google classroom. Somehow looks very good.	The course was created on Google classroom. It looks outstanding.

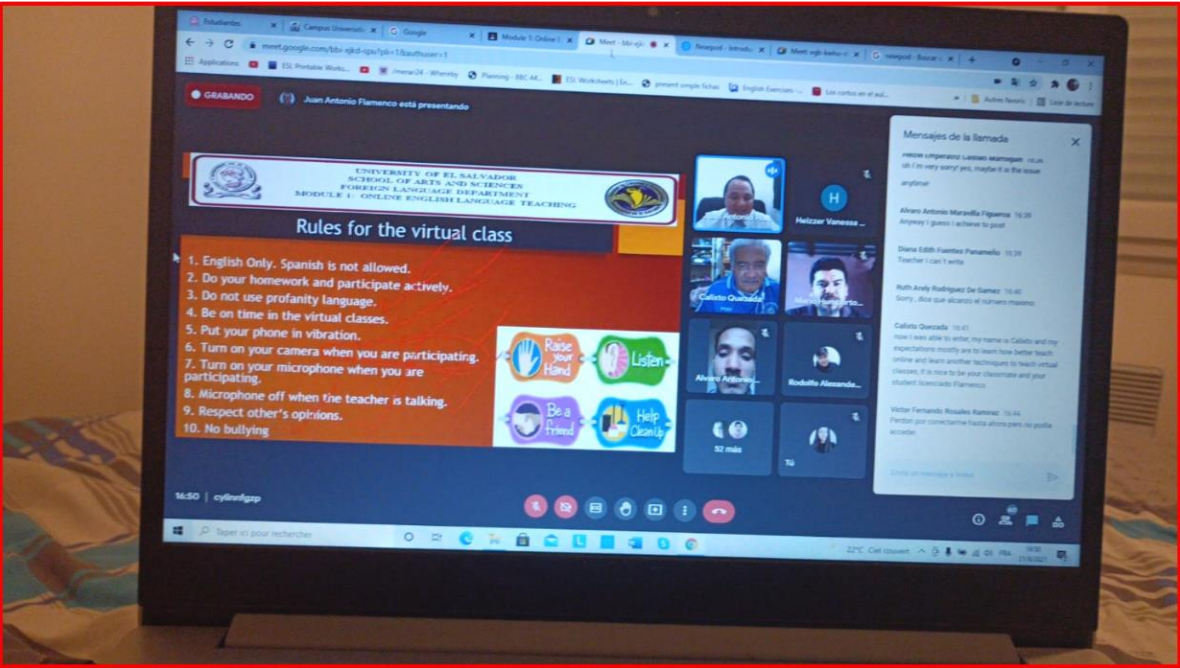
**Note: If you do not do Task 3, your score will be zero.**

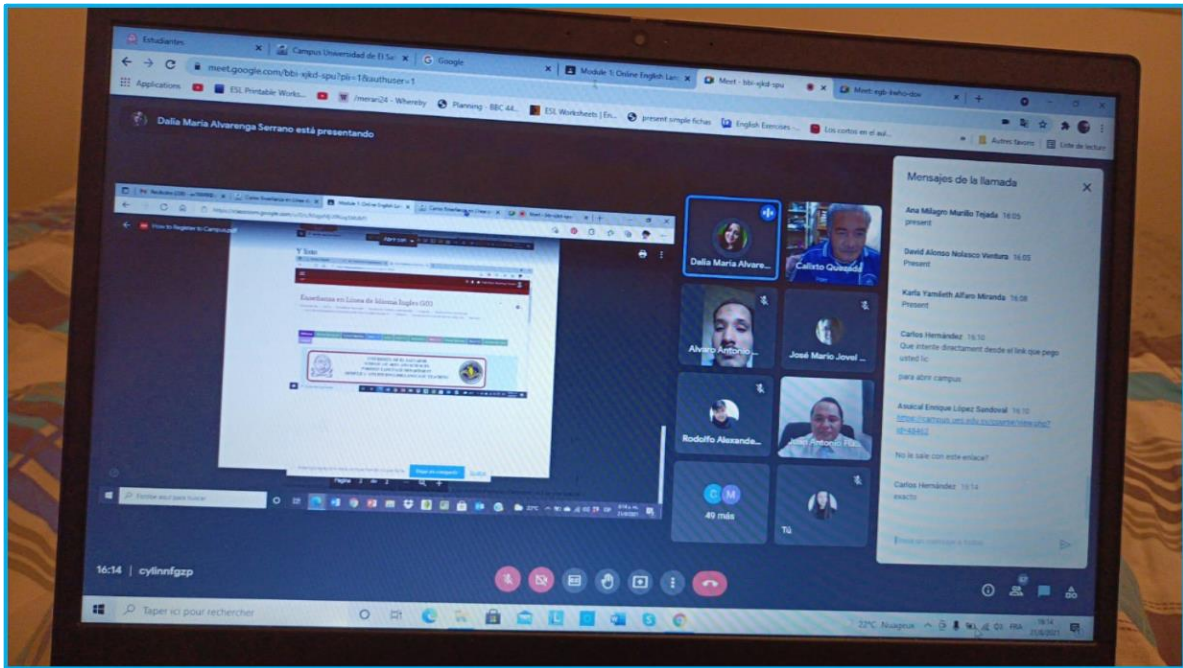
**Note 2: Please add the teacher on your Google Classroom. He has to have a teacher's profile. Also your classmates have to have the same role.**

**APPENDIX Q: Some of the activities developed during the classes in the specialization course**



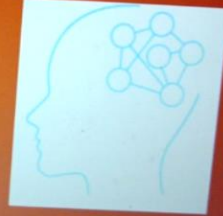






## Connectivism

❖ Connectivism learning theory is the newest learning theory. Stephen Downes describes connectivism as "... the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks". This theory suggests that humans acquire and process information by forming connections.



❖ Connectivism has evolved within the digital age. In fact, you could also say that connectivism does not only work for humans, but also in a database, across devices, or organizations. This further suggests that connecting information is how learning occurs.

A screenshot of a Zoom meeting interface. It shows a grid of six video thumbnails. The top row includes participants named 'Calixto Quezada' and 'Efraim Majano'. The middle row includes 'Alvaro Antonio...' and 'Juan Antonio...'. The bottom row shows a participant with a blue 'J' icon and another with a '48 min' timer. The interface includes standard Zoom controls like mute, video, chat, and a red phone icon for ending the meeting.

19:25 | cylvnfgzp

A screenshot of a Windows taskbar. On the left, there is a search bar with the text 'Taper de p...'. In the center, there are several application icons including Edge, File Explorer, and Teams. On the right, the system tray shows the date and time as '21°C Calles de la ...' and '19:25'.

Juan Antonio Flamenco está presentando

Export Image as JPEG

Name: [Empty]

Save in folder: **Justif** | OneDrive | Escritorio | Practice Class 3 Module 2 UES | Create Folder

Places	Name	Size	Modified	Privacy
Desktop	Exposiciones 1 año 1 A1			
Desktop	Exposiciones UES 2024 and 2022			
Desktop	Exposiciones UES 2022 and 2022 28/04/2024-08/05/2024			
Desktop	MODULO 2 UES 2022 08/05/2024 y 2022			
Desktop	Practice Class 3 Module 2 UES			
Desktop	Practice Class 4			
Desktop	Practice Class 5			
Desktop	Practicas 12/03/2024			
Desktop	UD 2022			
Desktop	UD UES 2024			
Desktop	Exposiciones 1 año 1 A1			

File Type: JPEG image

Quality: 90

File size: 98.8 KB

Use quality settings from original image

Show preview

Save EXIF data

Save XMP data

Save IPTC data

Save thumbnails

Save color profile

Advanced options

Load Defaults | Save Defaults

Help | Export | Cancel

Tú

Juan Antonio Flamenco

Alejandra María Fuentes Ag...

Victor Fernando Rosales ...

48 más

Victor Fernando Rosales Ramirez ha levantado la mano | Abrir cola

9:00 | dps-qzwi-fuz



Juan Antonio Flamenco está presentando

Inducciones Flamenco!

Extra Practice Properties

General Security Details Previous Versions

Extra Practice

Type of file: JPEG File (.jpg)

Opens with: Photos

Location: C:\Users\juanf\OneDrive\Escritorio\Practica Class 4

Size: 84.3 KB (86,368 bytes)

Size on disk: 88.0 KB (90,112 bytes)

Created: Saturday, February 12, 2022, 9:03:19 AM

Modified: Saturday, February 12, 2022, 9:03:20 AM

Accessed: Today, February 12, 2022, 9:03:20 AM

Attributes:  Read-only  Hidden [Advanced...](#)

OK Cancel Help

TU

Juan Antonio Flamenco

Gerson Balmore Castillo M...

Victor Fernando Rosales ...

48 más

Victor Fernando Rosales Ramirez ha levantado la mano [Abrir cola](#) X

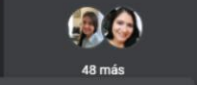
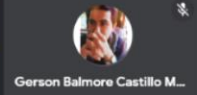
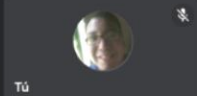
9:04 | dps-qzwi-fuz

Juan Antonio Flamenco está presentando

The screenshot shows a Windows 10 desktop environment. In the foreground, a File Explorer window is open to a folder named 'Practice Class 4'. Overlaid on this is a 'Extra Practice Properties' dialog box for a GIMP 2.10.12 image. The dialog shows the following properties:

Property	Value
Program name	GIMP 2.10.12
Date acquired	
Copyright	
Image	
Image ID	
Dimensions	512 x 400
Width	1000 pixels
Height	423 pixels
Horizontal resolution	96 dpi
Vertical resolution	96 dpi
Bit depth	24
Compression	
Resolution unit	3
Color representation	
Compressed size (bytes)	
Camera	
Camera make	
Camera model	

In the background, a presentation slide is visible with the text 'Inducciones de Flamenco' in a stylized font, a quill pen, and a graphic of the Union Jack and the Canadian flag.



Victor Fernando Rosales Ramirez ha levantado la mano

9:04 | dps-qzwi-fuz



Juan Antonio Flamenco está presentando

Windows taskbar: Type here to search, 9:06 AM, 2/12/2022

Zoom meeting controls: 9:07 | dps-qzwi-fuz, mute, video, chat, end call

Participant list:

- Tú
- Juan Antonio Flamenco
- Gerson Balmore Castillo M...
- Victor Fernando Rosales R...
- 48 más

Juan Antonio Flamenco está presentando

blended image (Imported) 3.3.052 color 8 bit gamma integer CMYK tab on USB 1 layer 351x351 - CMYK

File Edit Select View Image Layer Colors Tech Filters Windows Help

Scale Image  
blended image (Imported) 3.3.052

Image Size  
Width: 1000 px  
Height: 591 px  
X resolution: 300.000 pixels/in  
Y resolution: 300.000 pixels/in  
Quality  
Interpolation: Cubic

Help Reset Scale Cancel

Tú

Juan Antonio Flamenco

Gerson Balmore Castillo M...

Victor Fernando Rosales R...

47 más

9:09 | dps-qzwi-fuz

Juan Antonio Flamenco está presentando

Export image

Name:

Save in folder: **juanf** > OneDrive > Escritorio > Practico Class 4 Create Folder

Places	Name	Size	Modified	Preview
Search	banner logo.jpg	1.2 MB	9/17/2020	No selection
Recently Used	band image.jif	86.3 KB	Yesterday at 22:57	
juanf	Extra Practica.jpg	86.4 KB	6/5/22	
Desktop	Imagen Juan Flamenco.jpg	19.9 KB	Thursday	
Windows (C:)	LOGO TRADUCCIONES FLAMENCO.jpg	203.2 KB	9/17/2020	

Show All Files  
Select File Type (By Extension)

Export Cancel

Tú

Juan Antonio Flamenco

Gerson Balmore Castillo M...

Victor Fernando Rosales R...

48 más

9:11 | dps-qzwl-fuz

74°F 9:11 AM 2/12/2022