

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



**TITTLE:**

**USEFUL TECHNOLOGICAL TOOLS IN THE TEACHING AND LEARNING OF A  
FOREIGN LANGUAGE**

**PRESENTED BY:**

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**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN: ADMINISTRACIÓN DE  
AMBIENTES VIRTUALES PARA LA ENSEÑANZA DE IDIOMAS  
EXTRANJEROS EN ENTORNOS VIRTUALES.**

**IN ORDER TO OBTAIN THE DEGREE OF:  
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH  
AND ENGLISH.**

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## Abstract

In this report, you will find the product of activities carried out, and developed with the purpose of preparing future language educators, to master the work in the virtual classroom by using different platforms to engage students and teachers at the same time, in this, you will find how to develop different activities in three technological tools, which are described step by step to implement in a virtual environment, those are developed exclusively online. **Kahoot**, **Padlet**, and **Edpuzzle**, are the applications that we mention here, they were chosen between others because of the facilities that they offer without pay, also, it is easy to use and add to a virtual classroom, like a result, you will easily notify the improvements like students' participation, students become independent learners, understanding and icebreaking at the beginning of the class. For teachers, the assessment becomes punctual and less stressful for students. To continue, you will find theoretical and practical issues on the matter. Also, how to design a virtual classroom, as well as the use of these technological tools mentioned before and how to use them in the teaching and learning of foreign languages.

**Keywords:** Digital platform; Independent learner; Online assessment; Specialization course; Virtual learning environment.

# Chapter I

## Introduction

In recent years and specifically in 2021, the Covid 19 pandemic changed the way students continued their education. Virtual education positioned itself as a new option and this new modality opened and created the spaces of merely traditional education to an education of a virtual nature; in which new technologies and tools offered by the virtual world are used. Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades. The virtual world and technologies have made significant progress in recent years, becoming, and positioning themselves in the daily life of human beings as essential for their use and benefits in all activities and areas of human. The educational area is not an exception and great efforts have been made for the significant implementation of education in virtual environments.

Likewise, The University of El Salvador is part of the institutions that are in process of implementing new virtual environments using technological tools in the teaching process; that is why the Department of Languages of the Faculty of Sciences and Humanities promoted the implementation not only of giving continuity to Virtual Education; but also created new options such as degree projects and specializations for their students. The application of the new “SPECIALIZATION COURSE IN THE ADMINISTRATION OF VIRTUAL ENVIRONMENTS FOR THE TEACHING AND LEARNING OF

FOREIGN LANGUAGES” is an example of this, which has allowed students in process of graduating from the Department of Languages, not only to learn from the use of technological tools with this specialization course but also how to make the correct use of them in the process of teaching languages. This present report tells the experiences students went through while being the first cohort in taking the specialization course designed at the Department of Foreign Languages, focusing on three specific technological tools: Kahoot, Padlet, and Edpuzzle.

# Chapter II

## Objectives

General objective.

To determine the use of Kahoot, Padlet, and Edpuzzle as a tool in the teaching-foreign language in synchronous modality.

1. To list features of Kahoot by playing in brainstorming activities in the teaching-foreign language process in synchronous modality.
2. To describe the use of padlet in forum activities in a synchronous modality.
3. To present how to create short quizzes in Edpuzzle to work output activities skill in synchronous classes.

# Chapter III

## Theoretical framework

### PAPERT CONSTRUCTIVISM

SEYMOUR PAPERT was born and educated in South Africa. He was a mathematician, a pioneer of artificial intelligence, and an influential thinker in how the use of computers can change students' learning patterns. He is the creator of the LOGO language, the first programming language for children.

He envisioned the use of mathematics to help understand how children think and learn. As more and more students have access to computers and the Internet, Papert offers its prescriptions to consume the link between education and digital technology.

He considers that the use of the computer reconfigures learning conditions and implies new ways of learning.

Papert's constructivism is because the student can build his learning using the computer, because thanks to the instructions given on a web page, the student will be able to solve the problems and challenges that are proposed to him. For Papert, its goal is the education and learning of the learner but not the simple understanding of the subjects.

Papert places more emphasis on two implicit dimensions: an interest in intellectual structures that might develop in the child and the design of learning environments that are compatible with them.

Constructivist design requires a real environment that fosters the processes of personal development experience. The main contribution of this perspective has been to highlight the importance of learning environments in pedagogical designs.

In these environments, the use of resources such as video, databases, hypertexts, and hypermedia ... offer interesting mediations.

Constructivist learning is characterized by the following principles:

1. From instruction to construction. Learning does not simply mean replacing one point of view (the bad) with another (the good), nor simply accumulating new knowledge compared to the old, but rather transforming knowledge. This transformation, in turn, occurs through the active and original thinking of the learner. Thus, constructivist education involves experimentation and problem solving and considers that mistakes are not contrary to learning but rather to the basis of it.
2. From reinforcement to interest. Students understand best when they are involved in work and topics that capture their attention. Therefore, from a constructivist point of view, teachers do research that interests their students, develop a program to support and expand these interests, and involve the student in the learning project.
3. From obedience to autonomy. The teacher should stop demanding submission and promote responsible freedom. In the constructivist framework, autonomy develops through reciprocal interactions at the micro-genetic level and is manifested by the integration of considerations about oneself, others, and society.
4. The Internet has the characteristics of a constructive learning environment in that it allows the above principles to be implemented. It is an open, intellectually, and conceptually provocative system, guided by the interest of the learner. The interaction will be interesting insofar as the design of the environment is perceived as support of interest.



## RESEARCH HISTORY

The analysis of the bibliography shows that research has been carried out on the subject addressed, but not directly on the influence of the use of virtual platforms as teaching tools to facilitate access to didactic material in French courses, but they demonstrate the concern to learn about the implementation and operation of these platforms.

- Juan de Pablos Pons (2011) in his thesis entitled "University teaching supported by virtual platforms" details how their uses in university teaching are today a reference of interest for teaching and how they are received and used by students. The objective of this research was to explore the pedagogical uses of these tools and to identify the conditioning factors and their associated variables.

- In the Salvadoran National Education Plan 2021 for the period 2004-2009, the Ministry of Education presented to the Salvadoran community the description of the program to which it intends to contribute to significantly improve the situation of information technologies and communication in the education system. This program aims to "provide the national education system with technological tools that improve the levels of academic quality and that develop, in students, the technological skills that the current workplace needs to raise the level of competitiveness of the country"

- David López Jimenez (2011) in his thesis "The use of virtual teaching platforms as an ideal complement to traditional classes" points out that at present many educational centers in different parts of the world resort to teaching, either in certain subjects or incomplete courses, to virtual training platforms. He also points out that such an option represents a choice in keeping with the new times since it does not seem appropriate to turn away from the implementation of new technologies in the classroom. It also specifies that these tools can be used exclusively or in addition to face-to-face teaching. List the inherent advantages of

this type of platform. Thus, among them stand out: student-centered training, the absence of geographical barriers, as well as the temporary and relatively flexible nature of learning, interactive teaching, the training of many students, and ease of assessment.

- According to René Castro (2013) in his thesis entitled "The use of virtual platforms as an alternative teaching-learning environment in the face of space constraints", virtual platforms were useful as teaching tools facilitating access to didactic material at the Judicial Arturo Zeledón Castrillo Training School, of the National Council of the Judiciary, which sought to provide training in jurisprudence to magistrates, judges and lawyers of the republic regardless of their geographical location. At that time, pilot tests had been completed and work had been done on aspects such as human, financial, logistical, and legal resources.

- On the other hand, Lidia Cisneros Hernández (2015), in her thesis "The activity of the teacher and its interaction with virtual environments", details that the purpose of the research was to delve into the educational practice of teachers inserted in higher education, who perform in innovative teaching models based on technology; The study was situated in the interpretative paradigm, in which a research design was combined, based on the method of case studies, in two stages of research; in the first, participants were placed in three user-profiles and statistical analysis techniques were used; while in the second stage, the understanding of virtual teaching was studied, through the thematic oral interview. In addition, the interaction that teachers carry out in the virtual environment for the exercise of their teaching role at the higher level has been analyzed.

In this way and thanks to previous research, it is possible to introduce the argument of the present research, without forgetting the conclusions already established and reaching a new perspective on the subject.

## WHAT ARE VIRTUAL PLATFORMS?

Fernández (2014) asserts that virtual platforms are virtual spaces where the teacher and the students interact, and in turn, the students will be able to study at the time they prefer; These platforms are made up of several computer tools installed on the same server, the purpose of which is to help the teacher create content, manage information, and administer all the courses offered.

For his part, Maldonado (2015) explains that the platforms integrate resources and tools in charge of user administration, which supports learning and the allocation of materials and training activities.

### 2.3.1 Virtual platforms as educational tools

The educational tools allow teachers to create their material or digital content simply and dynamically. According to Padilla (2013). The purpose of these educational tools is autonomous learning that allows the development of certain skills and cognitive abilities, allowing students to be creative and autonomous.

The use of virtual teaching and learning platforms in the classroom has been designed to facilitate and improve the activities that teachers must carry out, to collaborate in the creation, organization, communication, and task management in virtual classrooms Pinca y Vinces (2019. p 83).

## Chapter IV

### Description of activities

#### **The use of technological tools as a tool in teaching-learning in a foreign language in a synchronous modality.**

To begin this chapter, I will list features of Kahoot by playing in brainstorming activities, having a literal review of the study “The effect of using Kahoot! for learning”. Then, I will describe the use of Padlet in forum activities in a synchronous modality by creating forums activities and having into a count “Sharing, collecting, discussing: All possible with Padlet” by **ACERT** and **Shiao-Chuan Kung**, After that, I will present how to create short quizzes to work on output activities skills in class in the teaching-foreign language process by to create quizzes from a video, having into a count “ Edpuzzle: to create quizzes from a video by Celestino Arteta Iribarren”. Those extract studies are presented in a literal review aiming to respect the authors’ purposes and ideas.

In addition, I will share my experience during “Administracion de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros”, in order to determine the use of kahoot, padlet and edpuzzle as tools in the teaching-foreign language in synchronous modality.

## **1. Features of Kahoot in brainstorming activities in the teaching-foreign language process.**

The effect of using Kahoot! for learning

Kahoot! has been used as a classroom learning tool since its launch in 2013. It is a game-based student response system (GSRS) and was developed as a video game platform. They are finding that the use of Kahoot in the classroom increases student performance and engagement. The article evaluated the learning effects and the classroom dynamics involved with Kahoot game-based learning.

This article discusses a literature review of studies that included the effect of using Kahoot in the classroom and the effect on students and teachers. After the literature review, there was a significant increase in learning among those students that used Kahoot. There was also a significant positive impact on classroom dynamics. This also improved the atmosphere and class discussions. These studies also showed a positive motivation to actively participate in class.

Students even felt safer using Kahoot than during general class discussions, it takes the “stress out of learning and adds humor to class” (Wang, 2020). As well as teacher perception was positive; they also found it motivating and supportive of teachers’ instruction.

I have used Kahoot and find it a fun tool for all my students. I enjoy using it and the kids think it is fun to compete against other students in the class. I will continue to use Kahoot to supplement my teachings and lessons. There is a con to the questions from the question bank and that is sometimes the answers are incorrect or ambiguous; therefore, the answers must come across clearly for students do not

to get frustrated with a somewhat wrong or right answer. Therefore, I highly recommend that you spend the time and create your questions and answers.

Reference:

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers & Education*, 149, 103818.

doi:10.1016/j.compedu.2020.103818.

The effect of using Kahoot! for learning – Science Teacher Blog

### **Features of Kahoot according to the specialization course.**

Kahoot is a very useful tool for brainstorming activities and according to my experience, I can classify Kahoot into four categories, first as an advantage second, as a disadvantage, third as E-learning modern teaching method, and finally as a moderator for mental health students in the English Learning Process.

Advantages.

Kahoot offers a great engagement from the students from the very beginning of the class because it has some elements that easily could catch students' attention such as the colors on the platform and how easily students can have access to all the features of this, especially in the games, the pin to have access is big and clear enough, it is not complicated because it keeps simple and the title of Kahoot is creative and showed attractively, so as a result to this the students' interest level is high, and the teachers can easily assess their understanding level through quizzes and polls.

Disadvantages.

On the other hand, Kahoot can only be played when the student has an important level of the language because they need to know about grammar, vocabulary, and about a specific topic and that could represent a complex process for students who don't have this kind of level, which ultimately leads to the student's diversion from its goal and finally, the availability of gadgets can also be an issue if doesn't have economical solvency.

E-learning's modern teaching method.

I dare to say that is a modern tool because it became very successful in reducing monotony and boredom and is an energetic and lively platform. It can be used as a tool of assessment for a teacher that wants to avoid traditional methods and to have a more dynamic and interactive class. It increases the students' performance due to an increase in student attendance.

As a kind of like device to take care of student's mental health.

It is successful in creating a positive environment among the students by creating motivation. It has effectively reduced students' frustration levels and the stress about the fear of formative assessments in the traditional method.

## 2. The use of Padlet in forum activities in a synchronous modality.

### Sharing, collecting, discussing: All possible with Padlet

by ACERT and Shiao-Chuan Kung

Topics: Social and sharing, Student Engagement

Do you ever feel that students might benefit from seeing each other's work? Do you wish to make it easier for students to share their work with their classmates? Where do you ask students to post ideas and collect resources so that everyone in the class can see them? A discussion forum might work; a GoogleDoc would work, too. However, a discussion forum requires the tedious process of opening and closing threads and a GoogleDoc opens up the possibility of students accidentally erasing each other's work. A tool that might solve your pedagogical challenge of collecting student work and sharing it with the class is Padlet. Padlet is one of my favorite tools for ice-breakers, exit tickets, wisdom walls, and brainstorming activities.

What is Padlet and how does it work?

Padlet is an easy-to-use tool for sharing, collaborating, making lists, and posting notes. Padlet allows you to create digital boards (called "walls") to gather text notes, images, websites, and videos. Instructors create walls and share them with students through a link. Students double-click anywhere on a wall or on the big pink "+" icon in the lower right-hand corner to start writing a new note. Then, they click outside the note to save its content.

Notes can be organized side by side, in sequential order, under column headings, or connected with arrows. They are visually appealing because they are the same size and can display images and videos. Depending on the setting chosen, students can post new notes or only view existing ones. If allowed by the instructor, students can interact with each other by adding comments or "liking" a post written by their classmates. Other features of Padlet include:

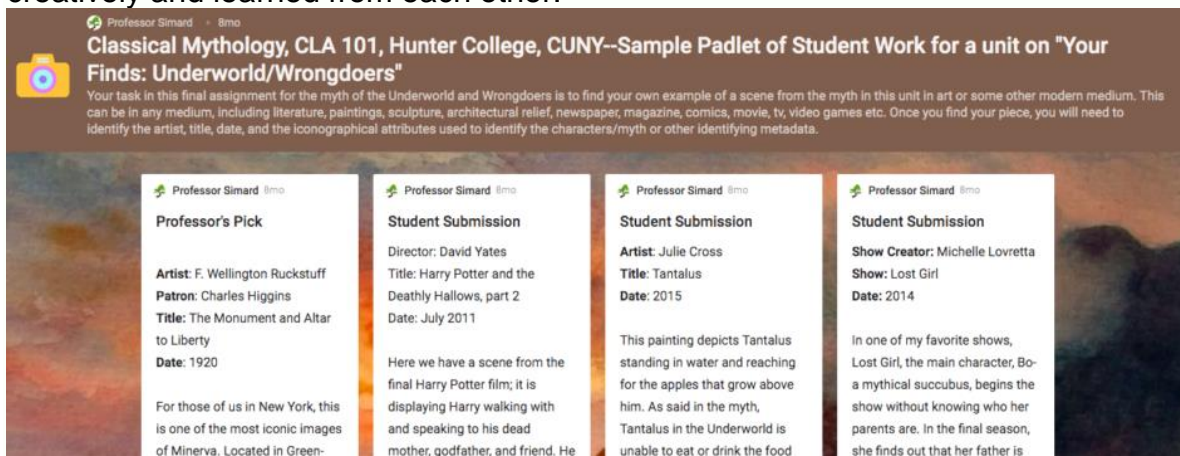
- walls can be linked from Blackboard courses or embedded into content areas



- walls can be copied and reused for a different class or activity
- walls can be password-protected if privacy is a concern
- posts can be added using a computer, mobile device, or phone
- posts can be moderated by the owner and released for publication at a later date

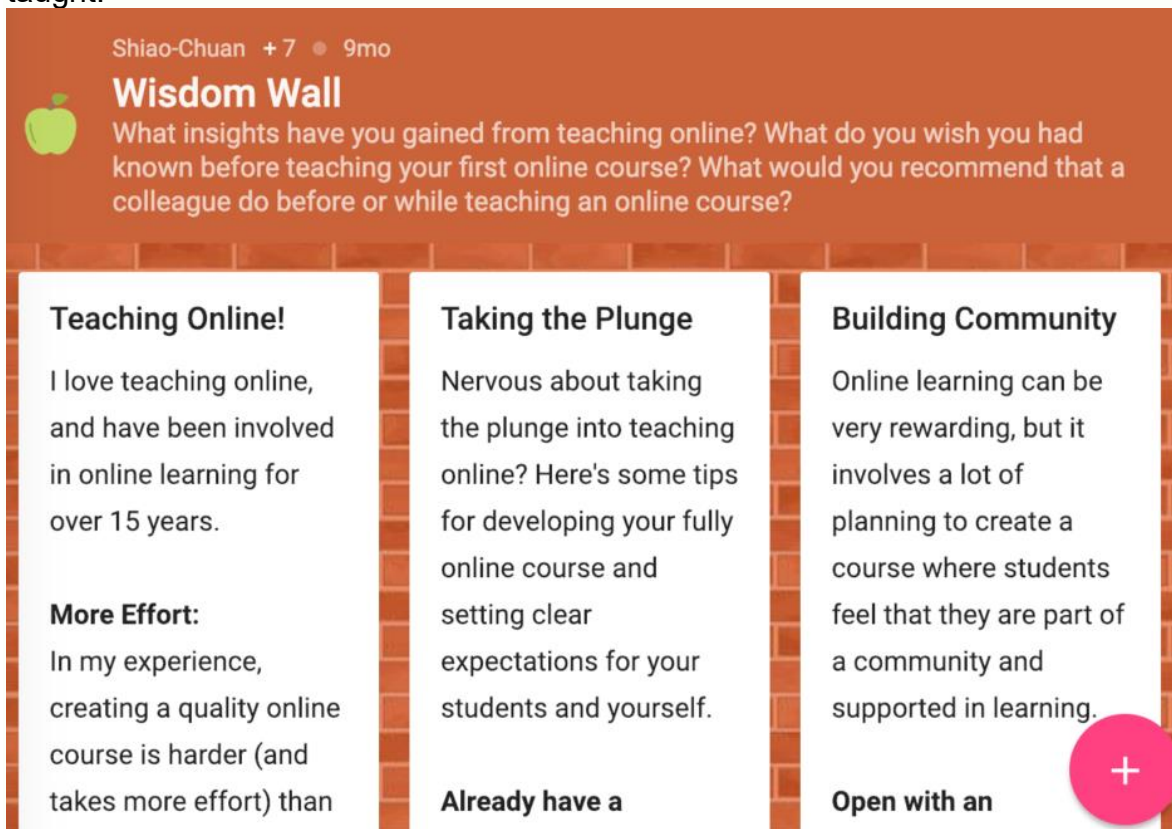
### *Who is using Padlet at Hunter?*

Prof. Jared Simard used Padlet extensively in his online class on Classical Mythology. A weekly activity in this class was to search for characters or stories in art or another modern medium. This assignment was given after students had completed readings, written reflections, and watched the professor’s lectures. Students were encouraged to look and found examples in literature, music, painting, sculpture, architectural relief, newspapers, magazines, comics, movies, TV shows, and video games! Do check out this edited collection of students’ “finds” on wrong-doers and the underworld! A requirement of the assignment was not to repeat examples and identify the artist, title, date, and iconographical attributes used to identify the characters of myth. This is an example of an assignment where students engaged with course content more openly and creatively and learned from each other.



For an in-person course in Gender Studies, Prof. Michael Fisher used Padlet to help students get ready for in-class discussions. Students were asked to post images, tweets, stories, and videos related to the nomination of Brett Kavanaugh to the Supreme Court. They had to find something that could throw light on the #MeToo movement’s engagement with the Kavanaugh hearings. Before class, students had to post one original note, review four resources that the professor posted, and give a “thumbs-up” to a post by a classmate that they found valuable. In this case, Padlet was used to collect resources and help students be better prepared for class.

The staff at the Center for Online Learning also uses Padlet extensively. We have asked experienced Hunter professors to share insights that they have gained from teaching online with colleagues considering this teaching modality on a wisdom wall. We have also used Padlet to break the ice before Module-making Camp. The participants start to get to know each other by sharing “3 words you associate with online learning, 2 things you do for fun, and 1 course you are teaching or have taught.”



Shiao-Chuan +7 • 9mo

## Wisdom Wall

What insights have you gained from teaching online? What do you wish you had known before teaching your first online course? What would you recommend that a colleague do before or while teaching an online course?

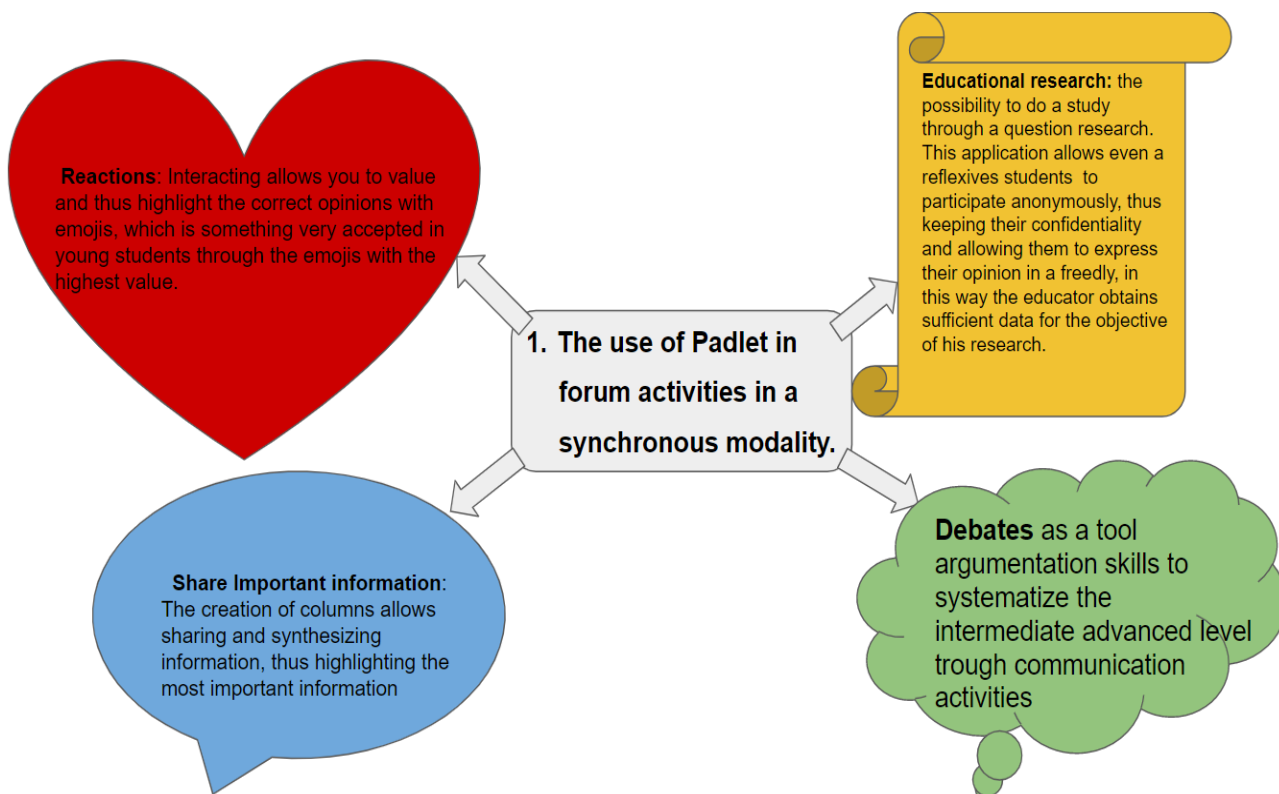
<p><b>Teaching Online!</b></p> <p>I love teaching online, and have been involved in online learning for over 15 years.</p> <p><b>More Effort:</b></p> <p>In my experience, creating a quality online course is harder (and takes more effort) than</p>	<p><b>Taking the Plunge</b></p> <p>Nervous about taking the plunge into teaching online? Here's some tips for developing your fully online course and setting clear expectations for your students and yourself.</p> <p><b>Already have a</b></p>	<p><b>Building Community</b></p> <p>Online learning can be very rewarding, but it involves a lot of planning to create a course where students feel that they are part of a community and supported in learning.</p> <p><b>Open with an</b></p>
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I highly recommend starting every Padlet assignment with clear instructions and a model of a post in the format that you expect students to create. I suggest setting up walls with a password where anyone with access can “write.” This combination allows only students who know the password to be able to view and create new posts. It also saves students the step of registering on Padlet. However, this also means that students’ names are not connected with their work, and editing of posts is no longer possible after students have left the Padlet. The way that I solve these problems is to ask students to put their names in the titles of their posts and to create new posts if they cannot edit an old one. As the creator of the Padlet, I can always delete unwanted posts for students.

## Features of Padlet according to the specialization course.

Padlet according to my experience is a very useful tool to share and for discussing, it makes an ideal tool to create forums activities where anyone in the class can have access with just have the link. It became an excellent tool to motivate students to participate in debates at the same time student could react to others' opinions.

I decided to create the Diagram below, to synthesize the use of pallet in forum activities in a Synchronous modality in the Specialization Course.



## **1. How to create short quizzes in Edpuzzle to work output activities skill in synchronous classes.**

Edpuzzle: to create quizzes from a video

February 14, 2014, by Celestino Arteta Iribarren

Teachers are increasingly using audiovisual resources in their classrooms to motivate students and try to improve learning. In this sense, a new way of teaching that is becoming a new methodology is gaining strength, it is called Flipped Classroom, or the class turned upside down. The student learns the topic by watching a video and then in class the teacher is not dedicated to explaining that topic but to answering questions and doing exercises on it. One of those interesting tools to motivate students is Edpuzzle. What features does Edpuzzle have?

Explain a video in the teacher's own words.

Add audio notes in any part of the video that we have selected from YouTube, from Khan Academy. These notes can help us introduce a concept (which will be displayed below), make a point, or even clarify some aspect that has been previously displayed in the video.

Being able to ask questions or create test-type forms in any part of the video, allows knowing if the students have properly understood the video fragment that they have previously viewed.

To be able to check if the students have viewed the video in its entirety and evaluate if they have understood the content presented in it well by quickly checking the answers that have been given by the students to these questions.

This video created by Principia explains how the tool works.

The steps to be followed by the teacher are as follows:

A video is created with your notes and with your quizzes or questions.

The classes with which the video will be shared are created. Each class has a code associated with it, which is the one that must be supplied to the student so that, once registered, she can enter that class.

The video is assigned to the corresponding classes.

With all this, the student enters, enters the class code, and adheres to it. She can access the video with the teacher's explanations and notes and answers the questions that appear while watching the video.

As the students watch the video and answer the questions, the teacher can see the degree of progress of each student, as well as the answers that the student has provided. In this way, she will be able to check which students have not understood certain concepts.

Source of this tool – blog Principia.

### **How to create short quizzes in Edpuzzle to work output activities skills according to the course.**

Edpuzzle according to my experience in the course is a very useful tool to create short quizzes, according to the video is advancing, teachers can create easily short quizzes to evaluate what is presented in the video. I will present it in a Descriptive Chart.

<b>Features</b>	Add voice notes in a video that is previously created by someone else, nevertheless, teachers need to pause to reinforce or add some different or related information.	Short quizzes can be easily created in any part of the video fragment to evaluate students' understanding.	Teachers are able to check if the students have viewed the video in its entirety and evaluate if they have understood the content presented in it well by quickly checking the answers that have been given by the students to these questions.
<b>Use</b>	Explain a video in the teacher's own words.	Add audio notes in any part of the video that we have selected from YouTube.	Check Knowledge
<b>Advantages</b>	Allows students to catch up on information easily.	Allows students to answer questions at the moment.	Edpuzzle allows teachers to check students' progress.
<b>Disadvantages</b>	To lack communication.	Intrinsic motivation in students that aren't audiovisual learners can be affected.	Limit of questions in quizzes.

# Chapter V

## Conclusions:

General Conclusion.

The use of Kahoot, padlet, and Edpuzzle as a tool in the teaching-foreign language in synchronous modality is something where we can take advantage like teachers for students to get learning easily, without being present in a classroom, nevertheless, it is important to know that those tools ask for paid, so, in this way, it is important to have present that the use will be limited.

Specific Conclusion.

1. I think Kahoot is a very useful tool because it has more advantages than disadvantages, and the more is used the more is known in the teaching environment and that could be a reason for institutions to pay for the credits to refresh education.
2. To conclude, Padlet allows to give opinions to enrich the learning process by keeping respect between students if the moderator establishes rules to respect different opinions and points of view, also the possibility to organize information in columns makes it easier for students to understand. A disadvantage that we can afford could be the monotony with the constant use of this.
3. The use of quizzes in Edpuzzle can be effective in the E-learning process if it is well planned, nevertheless, it can be an issue if the teacher is unknown how the platform works.

# Chapter VI

## Recommendation:

General Recommendation.

The authorities from The School of Humanities must present the continuous training of the academic staff is essential, in a way that they can take advantage of these tools and profit, to make more dynamic the virtual environments and students can get the benefits.

1. The institution should analyze and pay for this tool o similar tools.
2. The use of Technological tools should keep always be in constant renovation to avoid monotony, but always have this in use, facing that nowadays in the way that new generation learn.
3. It is necessary to well know how the platform works before using it, also it is important to have into account that not all students are audiovisual learners when deciding to include this kind of tool in the process of learning.



## Chapter VII

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# Chapter VIII

## Appendixes

The screenshot shows a web browser window displaying a Kahoot! quiz page. The browser's address bar shows the URL: <https://create.kahoot.it/details/36fb54ff-87ec-4f89-b86a-3e3d35a697ba>. The page features the Kahoot! logo and navigation links: Home, Discover, Library, Reports, Groups, Marketplace, Upgrade, Create, and a user profile icon. The main content area is titled "Family Members" and includes a "Start" button, an "Assign" button, and a "Practice" link. Below these buttons, it indicates "1 play · 1 player" and "A public kahoot" by user "hm09047" updated 6 months ago. The quiz consists of five questions:

- 1 - Quiz: My mother's brother is my...
- 2 - True or false: My sister's Husband is the son-in-law of my parents
- 3 - Quiz: What kind of relative am I for my uncle if I'm a boy?
- 4 - True or false: My brother and my sister are my Siblings?

Each question is accompanied by a small image and a "20 sec" timer. A "Show answers" link is visible at the top right of the quiz area. The Windows taskbar at the bottom shows the system tray with a temperature of 21°C, weather "Muy nublado", and the date 7/6/2022.

Trabajo de clase de Presenta... x a-ha - Take On Me (Offi... x Traductor de Google x kahoot - Buscar x Communication - Details - K... x

https://create.kahoot.it/details/f1e8fdbbc-ae61-4344-8b44-0afc49b0ea18

**Kahoot!** Home Discover Library Reports Groups Marketplace Upgrade Create

**Communication**  
2 plays · 1 player  
Start Assign Practice

**Kahoot in progress**  
Kahoot finished View results 0

Answer after having read the material about communication in Classroom.  
A public kahoot

**Questions (5)** [Show answers](#)

- 1 - Quiz  
What are the components of Communication?  
20 sec
- 2 - True or false  
Communication is the process of sending and receiving messages through verbal or nonverbal means.  
GIF 20 sec
- 3 - True or false  
Verbal Communication it's the ability of humans to use words and language to transfer specific meanings.  
GIF 20 sec
- 4 - True or false  
Communicative signals are those that are intended to tell something.  
GIF 20 sec

21°C Muy nublado 00:21 7/6/2022

Trabajo de clase de Pr... x a-ha - Take On M... x Traductor de Google x kahoot - Buscar x edpuzzle - Buscar x Edpuzzle x

https://edpuzzle.com/discover





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 03:17 4 Machu Pichu Amie Leas	 2:13:30 1 Movie/Article Review for CCFM 2061 Section 832 MOHD. YUSOF BIN MOHAMAD	 03:56 Recording #2 Nilofar Mustafa	 03:30 7 Earth's Spheres Part 2 David Woodman
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Edpuzzle hosted


21°C Muy nublado 00:23 7/6/2022

Trabajo de clase de Presentación x Foreign Lover - Adore Dela x Traductor de Google x Hacer un padlet

https://padlet.com/create?back=1&old\_layout\_picker=1


## Hacer un padlet

Empieza con un espacio en blanco...




**Muro** VISTA PREVIA  
Paquete de contenido con diseño de ladrillo.

SELECCIONAR




**Lista** VISTA PREVIA  
Optimiza el contenido en un muro fácil de leer en dirección descendente.

SELECCIONAR




**Tablero** VISTA PREVIA  
Organiza el contenido en filas de cuadros.


SELECCIONAR




**Columna** VISTA PREVIA  
Organiza el contenido en columnas.

SELECCIONAR







21°C Nublado

ESP LAA

00:25 7/6/2022