

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



TOPIC:

THE MOST USEFUL AND MOST NECESSARY RESOURCES FOR ONLINE TEACHING

PRESENTED BY:	CARNÉ:
LUCÍA MICHELLE QUEVEDO POSADA.	(QP15005)
ELSA LEONOR MORALES HERNÁNDEZ.	(MH09068)
DOUGLAS VLADIMIR FUENTES RODRÍGUEZ	(FR09007)

**INFORME FINAL DE CURSO DE ESPECIALIZACION
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

LICENCIADA SEY DENISIA NAJARRO.

SPECIALIZATION PROFESSOR

MÁSTER MIGUEL ÁNGEL CARRANZA CAMPOS.

GENERAL COORDINATOR OF THE GRADUATION PROCESS

**CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL
SALVADOR, CENTROAMÉRICA, NOVIEMBRE DE 2022**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

MAESTRO ROGER ARMANDO ARIAS ALVARADO

RECTOR

DOCTOR RAÚL ERNESTO AZCÚNAGA LÓPEZ

ACADEMIC VICE-RECTOR

INGENIERO JUAN ROSA QUINTANILLA QUINTANILLA

ADMINISTRATIVE VICE-RECTOR

INGENIERO FRANCISCO ANTONIO ALARCÓN SANDOVAL

GENERAL SECRETARY

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DEAN

MASTER SANDRA LORENA BENAVIDES DE SERRANO

VICE-DEAN

MASTER JUAN CARLOS CRUZ CUBIAS

SECRETARY

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

LICENCIADA ANA GRACE GÓMEZ ALEGRÍA

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

MASTER MIGUEL ÁNGEL CARRANZA CAMPOS.

GENERAL COORDINATOR OF THE GRADUATION PROCESS

LICENCIADA SEY DENISIA NAJARRO.

SPECIALIZATION PROFESSOR

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Abstract

This document talks about the activities for the development of a teacher in a virtual classroom, like quizzes, games, presentations, etcetera; as well as techniques to keep the students engaged and evaluation systems development. This paper discusses the studied tools and resources that educators have available and that were learned during the specialization Course. This document also talks about the achievements acquired at the end of it as well as how platforms for video conferences were different one from the other and the benefits of each one. At the end students were capable of drawing their own conclusions about which platform, tool, game and application was the best for their teaching needs.

Keywords: platforms; videoconference; tool; sources; resources; on-line.

I. Introduction

Since COVID-19 started in the world many aspects of people's lives changed and our country was not the exception. When COVID-19 hit El Salvador, new policies were dictated by the authorities, and education was one of the most affected areas by the changes. Classrooms were replaced by on-line meetings using different platforms and devices, changing the way of learning and teaching and forcing students and teachers to adapt.

Because of all these changes, teachers needed to be prepared with a large variety of options to teach and motivate students to achieve learning in the best way possible. That is why the Foreign Languages Department, in the School of Science and Arts of the University of El Salvador, decided to provide their students with necessary sources of information.

In September, 2021 undergraduate students of the different majors in the Department of Foreign Languages got the opportunity to start a course about the administration of virtual environments for teaching and learning foreign languages.

This paper talks about the implementation of the tools studied in the course, as well as the description of the activities made in the course. Moreover, the achievements accomplished at the end of the modules and finally, some recommendations are given for future virtual courses for undergraduate students.

II. Objectives

General: To synthesize the acquired knowledge on tools, resources and in some cases, best practices learned during the specialization course that help educators to provide a good and efficient learning experience in the online teaching of foreign languages

Specific 1: to describe the best known and more efficient tools that educators could utilize for helping the learning process in online environments.

Specific 2: to exemplify the scenarios where the knowledge acquired during this course could be efficient or was used.

Specific 3: to develop skills to be able to teach foreign language classes online.

III. Theoretical Framework

When something around the world occurs it can cause a great impact in El Salvador. At the beginning of the year 2020 there was news that came from the Asian continent specifically from China. It started a virus called Covid-19 or best known as Coronavirus, it caused a great revolution of life habits for people around the world. El Salvador's General Director of Civil Protection declared a yellow alert due to the risk of the first case of COVID-19 On March 6th (MINSAL, 2020). Many measures were taken in different countries around the world, the idea of promoting these strategies was to avoid the massive contagion. Some of these strategies were: handwashing, keeping social distancing, restricting movement, quarantining, closing public and private institutions, among others. That impulsed changes in the way students learn. As it was a special case, ensuring learning continuity during the schools and universities closure period of time became a total need for governments around the world, many of which turned to ICT, requiring teachers to start teaching the lessons in an online modality; which is still in use. Furthermore the University of El Salvador (UES) decided to work in offering this model based on a distance modality.

The Foreign Language Department created and offered the first course officially named as "Administration of Virtual Environments for Teaching and Learning of Foreign Languages" being a solution for students in the final process for getting their diplomas, graced to this innovation, many pupils of the foreign languages department were finally able to be part of a specialization as an alternative of a thesis. The course

was designed to be developed in 3 modules, however the very first topic seen was: “The use of Learning Management Systems (LMS) in distance education.”

In this modern time where technology has advanced too much students have been developing their own learning strategies that include how to learn and remember information for example: how to prepare for a test or how to improve their own strengths . Many students may not even know how to improve these strategies and how to use the new tools in the new age of learning. Students and teachers could take advantage of them if they started to use it and it could be a great help for teachers at the moment to teach in this modern time and for students in their learning process.

A. Learning strategies LMS

What is LMS?

LMS is a software that helps us to create, manage and deliver e-learning courses, for example the same word processors (like Microsoft) that help you to create text and documents or email servers like HOTMAIL or GMAIL. That helps us to create and save information related to your personal email.

The Learning Management System consist of two functions

1. It is an administrator interface where a training manager develops and performs the core, back-office task is useful to organize their company’s learning programs. This is amazing because they can create, manage and deliver courses and also add learners,at the same time, analyzing reports, automating

notifications, and other interesting work that help the learning process of students.

2. The second one is the learner's version, is the interface where the student is assigned to a course and develops the activities related to it

Some of LMS studied during the course are: Moodle, Google Classroom, Schoology, Edmodo, Blackboard; among others

B. Moodle in language learning.

All over the world, education was disrupted by the COVID-19 pandemic; affecting millions of students around the globe. In each country different measures were implemented to face the crisis and to guarantee the continuity of education in the most effective way that the advantages and/or limitations of each nation allowed. This is how different platforms start to get relevance that they didn't have before. One of those platforms is MOODLE.

According to Study Portals, Moodle is: “a free software, a learning management system providing a platform for e-learning and it helps the various educators considerably in conceptualizing the various courses, course structures and curriculum thus facilitating interaction with online students”. It is easy way of use and multiple features have made, according to statistics, Moodle one of the most used LMS platforms around the world.

During the specialization course Moodle was the main platform used for the development of the activities, showing to the learners of the course the type of interaction it creates with the educator and the view that the learners will have.

C. Motivation in a virtual classroom.

An important achievement acquired during the course was learning about motivation in the virtual classroom. Getting students engaged by making the materials and activities attractive for them was constantly part of the agenda, as the course continued many other tools were shown, all of them with different functions in order to make the e-learning process more incentivizing. Applications like Google slides, Openshot, Powtoon, genially, Canva; for example, let the teacher create amazing presentations, artworks and videos that can be used during a class as didactic materials, the importance of didactic materials is extremely high, and in online teaching is not the exception, existing research mentions how beneficial it is for the learning process to get visually and auditory appealing materials, as they improve students achievements and faculty performance (Jones et al. 2011). For example it can generate the transformation of the educator's role from information provider to facilitator and make students more independent learners (Moore et al. 2011). Imagine being a teacher and providing an online course without a presentation; impossible, but visualize a great class having access to presentations and beautiful interactive images created on genially? Simply engaging. Didactic materials are attractive resources for students and educators, getting academic engagement in any classroom either physical or

virtual is an essential part of learning and classroom management, and if a teacher can do it in a personalized way it is much better.

D. Live interaction matters.

It would be extremely hard to deliver a virtual course without a video conference platform. It may seem a little like a nightmare for any teacher not having Meets, Zoom, Teams or any type of software that allows the live interaction between the parts; thankfully is not the case, since nowadays there is a wide variety of platforms for virtual meetings that allow humans to communicate live, doesn't matter where they are physically located. During the COVID-19 pandemic it made the difference, it is important to mention due to that some reasons why this software is so necessary.

3 Benefits of video conference platforms.

Live communication. There are many reasons why these softwares are necessary, the very first one is the fact that the parts involved can interact live, even by chat if they don't have a microphone. This means if somebody has a question they can ask immediately to clarify doubts.

Content sharing. Rather than simply emailing files to students or posting them on a classroom portal online, video conferencing gives teachers and students the ability to share documents and files in real time. As well as sharing the screen as a sort of interactive white board which makes the lesson more attractive.

Recording functionality. Another benefit of video conferencing is that it allows participants to record the lecture or lesson for future reference. While this feature isn't used much when video conferencing is used in primary grades instruction, it can be

beneficial for high school and college students who are using online learning tools.

This helps pupils when studying and exams, (generations college, 2020).

III. Description of activities

Module 1

This module developed the topic Online English Language Teaching where the main work about this module was about the fundamentals of online education and its application on The English Language Teaching in the virtual or online teaching approaches.

The purposes of this module were to develop online and cooperative learning, interaction and feedback where students learned theories related to virtual teaching for example the Synchronous concept where teachers and students are working at the same time totally different with Asynchronous learning where students could access at any time which time is no schedule, also they knew about the theories of E-learning that helped them to use and design using technology for getting a better understanding in virtual class.

The module kept going and another important aspect of this was the learning management systems (LMS). It was a great idea to learn about those tools because there are many of them that teachers could use for a specific topic or learning area that you want to develop with students.

For that reason it is important to know how to use the LMS and this course had the idea to teach the correct use of them also when they could use it according to the necessity that students could get at the moment to teach a topic in specific.

Even though there are many LMS in this module, they worked with a couple of them (the most common ones) and they learned how to use them. making different activities like: watch videos, check websites, and make questions in a forum that help them about any possible doubts. All of these activities explained in a good way the best use of these apps or platforms that make the learning process, one of the first LMS used in this module was infographics. teachers learn about what is an infographics, how to use it, when they can apply for example.

Canva

Canva was used during the 1st module, the idea was to learn how to use it, this application is a interesting tools where you can create many things like flyers, posters etc, here you can edit photos, add images to a specific fliers that as a teacher or as a students it's necessary to create interesting projects, during the meet some videos were shown by the teacher , the main purpose of this activity was to teach the correct use of this LMS also a practice were developed during the session for making clear the use of this tools and finally an activity was related to this tools, the activity consisted in create a infographics using Canva were everyones worked in a grammatical topic just for put in practice the knowledge about this using creativity, colorful aspect and correct and clear ubication of texts and images.

Google Classroom

Another important platform used in this module was google classroom, it is a suite of online tools that allow teachers to create and set assignments etc. during the module the use of this tool was shown by the teacher. students knew how useful this tool was

created for virtual classes. Google classroom is a helpful tool because students could get access to the class topic, activities or even quizzes that are created by teachers. These tools work so fast and efficiently for teachers and students that work remotely. Also, the teacher taught that google classroom can be used with other tools like google docs, sheets, slides, sites and and others for that make it easy. It was a great idea to work with this tool that is more than a LMS because Google Classroom is considered more than a LMS.

Platforms for Video Conferences

The 1st module worked using the most common video conference tools like: Zoom, Teams and Meet that are very useful for virtual sessions at the moment to work in a synchronous class.

Zoom was the first video conferencing platform that was studied in this module, Zoom is a one to one chat session that can grow into group calls. It allows a number of people to stay in the session for hours. and according to this information the students of the module learned the best use of this tool like how to create a session, how to join students and how to share information during the session or class.

Teams

The second one tool was Team, the platform of Microsoft that helps people to get video conferences for communicating with others in real time, very useful for teachers that want to create a session for a simple virtual class. It was necessary to use the institutional UES email of each student of Microsoft to work with this platform and learn to use it correctly.

Meet

The last video conference platform I learned was Meet. It was the most used during the module because it was used in every session of the module as a student but the teacher took a class to explain the most important tools that Meet gets to create a meeting and share information slides and presentations or videos between the class. It was amazing how this app can be used for many uses around the world and it is a great tool at the moment to teach a class with your student in real time.

To finish this module an activity was evaluated. The activity consisted in creating a demonstrative demo class where students of the module worked in groups and created their class with a specific topic for each group, inside the demo class others students could watch videos and other activities like: discussion forum, assignments, activities and quizzes related to the topic worked. That was an amazing, interesting and educative activity that helped the students to practice everything learned during this module.

Module 2

The main objective of this module was to get familiar with theoretical information about technological tools for teaching-learning a language and their functions. In this module, the program included eight technological tools: Nearpod, Liveworksheets, Flipgrid, Padlet, Kahoot, Classroomscreen, and Powtoon.

These tools were included in 4 activities with different percentages such as an infographic, a video using the tools, and a demo class at the end of the course as final evaluation.

Each class included material such as tutorials, videos, and short activities that helped the students to learn and practice at the same time. For the first activity, students had to create an infographic in which they had to research the fundamentals of technological tools when teaching a language and upload it to campus.

The next class was related to knowing more about the use and characteristics of technological tools: Flipgrid, Flippity, Liveworksheet, and the assignment was to create a short videos in wiche students had to include all the characteristics as well as the advantages and disadvantages of these tools. For this, it is necessary to know a short description of each technological tool:

Flipgrid is a free online tool that helps students to empower their voices by creating short videos in which they can share their thoughts, ideas, and comments on a specific topic.

Flippity is a free website that allows the participants to turn Google spreadsheets into interactive digital manipulatives, activities, and tools. The site offers a wide range of ready-made templates that students can copy and customize.

Live Worksheets are interactive worksheets that save paper, ink, and time, and are fun to complete. Teachers create an account and go to the website to upload a worksheet pdf, then drag text entry boxes on top of the worksheet and students then enter the answers online.

For the third activity, students learned four more new technological tools: Kahoot, Nearpod, Padlet, and Powtoon. As in the previous classes in this, participants learned the characteristics, functions, and advantages and disadvantages of these tools. In order to put into practice what they learned, the activity was related to creating a three-minute video in Powtoon to mention the disadvantages and advantages of those 4 technological tools.

Powtoon was chosen for this activity since this tool offers users to create short animated videos that they can customize and share. This tool contains a variety of free animations and short clips that they can add to create more interesting and eye-catching content.

Some of the advantages that share those 4 technological tools are that they all have free versions so teachers can make use of these tools to create material for an online class such as interactive activities that they can make in real-time. Also, these tools allow students to create their activities and customize them and learn while playing.

In addition, these tools can be used in an asynchronous class since the material can also be shared in a platform such as a classroom so the participants can access it by using a link or a code.

The disadvantage that all these tools have in common is that they need to have an internet connection to work properly. This is a limitation that students will face if they are not connected to wifi or any other internet connection. Also, Some of these tools require the students to have a code or a link so they can access the site which makes the process a little frustrating if the material is created for younger students.

For the final assignment, all the participants should provide a Demo class by using the technological tools to teach a language. In this class, students should select a topic in English and create the material, content, and assignments for students as it was a real class that should be presented. All the materials used during the performance should be created by using some of the tools that they already learned in the course.

Most of the activities were conducted individually, helping students to expand their creativity and to create content using new tools to teach for online courses, accomplishing all the objectives of this module.

Module 3

Podcast

During the 3rd and last module of the specialization course was learned how to create a podcast for educational purposes. Podcasts are mostly utilized in communications and social media like for example radio, TV and YouTube content creators use them. Is a very powerful tool for they are developed under the concept of discussion, opinion and conversation but mainly are elaborated in series to engage with the audience, because of that, using podcasts as a resource in online teaching, where the one to one communication is limited, is an amazing option.

For example, let's say we need to reinforce a topic, and our students don't have the time to take an extra class out of the stipulated hours by recording a podcast they can listen to the explanation a second time or as many as they need. A best practice could be to answer possible questions in a new one. An amazing tool for sharing podcasts

would be sound cloud, that allows you to share the recording with everybody and can even be embedded in Google websites or shared in Classroom.

Interactive images

Another great resource for online education is the creation of Interactive images, by clicking on a button the students will have access to a YouTube video, right beside it there can be a link to a website with more details, a window with a curiosity, a Google maps street view or more images!

These interactive images can be extremely useful for illustrating examples for students, it is imaginable how helpful it would be when teaching nationalities, countries, parts of the house, colors and many others.

The best tool to create interactive images is Genially, a great best practice is to include sounds and brief explanations along with the examples.

Google slides

To use a whiteboard while online teaching is basically impossible, unless that teacher counts on somebody who can assist with the angles and good camera, still there is a resource that is a million times better than that: Google slides presentations. With this option an educator can just create a presentation with all types of images and examples, each slide can have different items inserted, like videos, links to websites or kahoot, audios or even background music. There are so many options when using this tool.

A best practice would be to add appealing images to the slides and small text, in order not to bore the students, besides this, is also recommendable to embed videos and sound, however avoid the usage of too long videos, for the slides must continue in a fluent way. Finally but not least a very important best practice is to always chose colors that match the educator's purposes and that attire the attention of the public.

Openshot

During this course, participants also was learned how to edit videos in Openshot. This is a software that allows educators to easily edit a video previously recorded with a cellphone or other device, by including background music, images, transitions, filters and other effects. In general an educator doesn't recur to video to let a homework to the class, or to remind them about a quiz; yet, it is very helpful if a teacher wants to reinforce a topic, welcome the students to the new course or even to say goodbye. It is a very good resource that permits the class to also rise their voice in a controlled manner for they can share opinions and interests by recording and editing their own videos.

Openshot is a very intuitive and useful tool, however it is important to mention that is not suitable in all scenarios, moreover the scenarios are very limited.

Google site

As the final task of this course, was discovered how to use the Google sites tool as an invaluable resource for online teaching. Just by having Classroom a teacher can certainly do much, but How about having a website just for the class with all the content needed and filtered? No pop-ups with distractions, no harmful content

displayed by accident, no confusing or misleading examples because everything is approved, edited and followed by the educator.

A Google site permits sharing all sorts of resources, all from links to classroom and other sites, to embedded miniatures of nearpod, kahoot, YouTube and SoundCloud.

This means that every resource that a teacher has can be added into this website.

It is hard to reduce the number of scenarios in order to exemplify, nevertheless as a matter of practicality, only one is going to be mentioned.

In a case where the teacher is working with a group of 80 students, having a website with all the resources embedded would allow the students to go at their own pace, asking questions to the educator only when needed because everything is explained in a podcast or video on the same website. At the same time, the process can be tracked with Classroom.

In these pandemic times, having all of these amazing resources, tools and features not only makes online teaching easier, moreover makes it possible.

VI. Achievements

During this course, participants learned to manage different online teaching tools, as well to elaborate diverse types of activities related to these tools. The activities are helpful in the development of many different types of courses, since these tools and resources are not limited to English teaching, or online teaching, actually they could be used for different purposes, such as physics, French, literature, even culinary arts!

In this course the students learned how to create Google slides presentations, Google websites with online teaching purposes, how to create rubrics to evaluate different types of activities, all along the course it developed cooperative learning by using the synchronous and asynchronous concepts. Among the tools that students discovered are Canvas and genially which are extremely fun, easy to use and versatile; another fun tool was kahoot, that allows students to play interactive games with their teachers at the same time that they learn, with kahoot is also possible to create presentations and other tips of activities more than just quizzes. Most of the tools learned were very funny, however, there are some other that are just necessary, at the point that it is impossible to develop a course without them, these are the platforms for video conferences which are mentioned in the next paragraph.

Zoom, Meets and Teams are the three main platforms studied during the course, they allow any member of the class to have access to a meeting with the teacher and the rest of students from any place where they are as long as they have internet facilities and a computer or cellphone that allows any of the softwares. With video conferences it would be extremely hard to find a suitable method to work with the students, actually looks like is pretty much the only way.

The module two gave to the students seven technological tools that educators can utilize to maximize the efficiency when online teaching, these are: Nearpod, Liveworksheets, Flipgrid, Padlet, Classroomscreen, and Powtoon. Each one is unique and offers different features to make the class more interactive and fun, at the same time that the teacher can evaluate the performance of the learners.

VII. Conclusions

Motivation in the virtual classroom is as important as it is in the physical classroom or even more. Not having didactic materials appropriated for the task the teacher is going to develop would affect in a serious way the performance of the learners, specially taking into consideration that in a virtual classroom students tend to be less focused and attentive; having eye appealing materials and activities attractive to their ears would definitely make the online teaching and learning better and more efficient processes.

Video Conference platforms make possible a virtual classroom, without this it would be impossible to have a long distance live interaction course with real time questions and answers, plus the fact that students can review the conferences again and again whenever they need to.

All of the LMS learned during the course have Advantage and Disadvantages, however the most important one was moodle for it was the platform that was more used during the specialization, it offered to the educator's and the learners the opportunity of interacting using the platform as a real environment, and not just as a practice, besides that offered a real learners view which made more efficient the learning process for the students.

VII. Recommendations

In order to increase motivation and live interaction in the virtual classroom, it would be recommendable for professors to develop the agenda with the activities and evaluations using the same tools that are being taught during the course.

The students suggest to the Languages Department authorities to make smaller groups to take the specialization course for the interaction to be more personalized and improve motivation.

Include other LMS in the practices of the course for students to have a more wide variety of experience to be more efficient in the usage of different tools in the future.

As recommendation for students in the specialization course is to take initiative since personal motivation is essential, in addition to what teachers or colleagues can provide. Is also important to interact and debate in forums and classes as it serves to enrich knowledge through extra information.

To students of specialization course to improve their knowledge about the educational tools and apps in order to build engagement and motivation with the course contents and activities

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Appendix



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



**Module 1: Online English
Language Teaching**

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:

1.2 Code:

EDII114

1.3 Pre-requisite:

None

1.4 Academic Credits:

3

1.5 Target Population:

**Students who
have concluded
their academic
process**

1.6 Month and Year:

August 2021

1.7 Major Academic Unit:

Foreign Languages Department

1.8 School:

School of Arts and Sciences

1.9 Module Term:

8 Weeks/ 2 Months

1.10 Hours per Module:

60 Hours

1.11 Professors :

MsE. Blanca Alicia Menjívar González

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
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<p style="text-align: center;">1</p> <p>Saturday 21st</p> <p>Monday 23rd - Wednesday 25th</p>	<ul style="list-style-type: none"> ● Introduction (Program, Sessions time, Class Policies) ● Theories of learning in virtual learning 	<ul style="list-style-type: none"> ● Video about Synchronous and Asynchronous concepts. ● Video about Theories of learning ● Forum to answer questions or clarify doubts
<p style="text-align: center;">2</p> <p>Saturday 28th</p> <p>Monday 30th - Wednesday 1st</p>	<ul style="list-style-type: none"> ● E-learning definition and application ● Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> ● Discussion forum about theories of learning ● Forum to answer questions or clarify doubts
<p style="text-align: center;">3</p> <p>Saturday 4th</p> <p>Monday 6th - Wednesday 8th</p>	<ul style="list-style-type: none"> ● Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Videos ● Website ● Forum to answer questions or clarify doubts
<p style="text-align: center;">4</p> <p>Saturday 11th</p> <p>Monday 13th</p>	<ul style="list-style-type: none"> ● Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Inphographic ● Forum to answer questions or clarify doubts
<p style="text-align: center;">5</p> <p>Saturday 18th</p> <p>Monday 20th - Wednesday 22nd</p>	<ul style="list-style-type: none"> ● Learning Management Systems - Google Classroom 	<ul style="list-style-type: none"> ● Tutorial, multimedia ● Forum to answer questions or clarify doubts

<p style="text-align: center;">6</p> <p>Saturday 25th</p> <p>Monday 27th - Wednesday 29th</p>	<ul style="list-style-type: none"> ● Learning Management Systems - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> ● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
<p style="text-align: center;">7</p> <p>Saturday 2nd</p> <p>Monday 4th - Wednesday 6th</p>	<ul style="list-style-type: none"> ● Platforms for Videoconferences (Zoom, TEAMS, MEET) ● MEET 	<ul style="list-style-type: none"> ● Videos, Multimedia, Tutorials, Web sites ● Forum to answer questions or clarify doubts
<p style="text-align: center;">8</p> <p>Saturday 9th</p> <p>Monday 11th - Wednesday 13th</p>	<ul style="list-style-type: none"> ● Demonstrative class (MEET) 	<ul style="list-style-type: none"> ● Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

4. **COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.
5. **CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.
6. **STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.
7. **Students must have an e-mail.** It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv
8. **GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

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

**Artículo 148

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

**Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente

responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.

- Marjorie Vai and Kristen Sosulski (2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning, Using Technology in and Beyond, McMillan Publishers.

WEBSITES

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[https://elearningindustry.com/the-adult-learning-theory-andragogy-of-](https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles)

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[from-education-b7cef2f69b2e](https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e)



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

Module III Syllabus

Appendix C

January, 2022

1. GENERAL INFORMATION

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

2. MODULE DESCRIPTION

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

3. OBJECTIVES

- a) General objective
 - To design digital materials to be used in the teaching and learning of foreign languages.
- b) Specific objectives

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

- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
- Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

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

choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics for each group member.

5.CONTENTS

Week	Content	Resources	Evaluation
Week 1 y 2	<ul style="list-style-type: none"> ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud 	<ul style="list-style-type: none"> ❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities 	Elaboration of a Podcast
Week 3 y 4	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using and Creating a Google Site ❖ Using Genially 	<ul style="list-style-type: none"> ❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	<ul style="list-style-type: none"> ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
Week 7 y 8	<ul style="list-style-type: none"> ❖ Fundamentals of video creation ❖ OpenShot working environmen. 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities 	Elaboration of a video

Time Table

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

		activities
5 Monday, February 14 th to Saturday, February 19 th , 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

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

		elaboration of activities
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6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%

4. OpenShot video production	20%
5. Integrative assignment in groups of 4 students (Google Site linked to Google Classroom and live defense.	30%
TOTAL	100%

7. CLASS POLICIES

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

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

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

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

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

VI. STUDENTS' BEHAVIOR: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must

keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

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

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

Artículo 147

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

Artículo 148

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

Artículo 150

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

el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

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

Artículo 151

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicada oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

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

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