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Technology as an essential tool for the design of didactic material for online education.

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Abstract

The globalization of education has already made the application of digital technologies extremely necessary. Fortunately, online platforms are available to teach classes, share resources, conduct assessments, and manage the day-to-day activities of academic institutions now more than ever. These technologies have shown a powerful impact on the education system in a positive way. The recent pandemic of COVID-19 has further institutionalized the applications of digital technologies in education. These technologies have brought about a paradigm shift in the entire education system, and it is no longer just a provider of knowledge, but also a co-creator of information, a mentor, and an evaluator. Technological improvements in education have made life easier for students and have come to provide useful knowledge. It is of utmost importance to evaluate and foster a correct application of the emerging technologies in the actual educational system and make sure students are getting to know and adopt them for their daily use in an optimum way. Knowing where and how to find the best information is as important as the information itself and it is teachers' duty to guide students on their way to achieving that.

Keywords: Emerging technological tools; Online education; Didactic material; Online applications; Virtual platforms.

I. Introduction

Currently, due to the Covid-19 pandemic, schools, universities, and organizations have had to change the way they teach and learn, moving from face-to-face education to online education, for that reason teachers and students have had to adapt to the new modality and know how to make good use of technology and web tools, to carry out their school activities in a more dynamic way. The use of platforms is essential when it comes to assigning tasks, making video conferences, sharing files, and maintaining communication since it allows better learning to be developed in a better virtual environment.

Thanks to the educational methods of the 21st century, it is easier for teachers to impart knowledge, as well as recognize the potential of their students. On the other hand, the student's own learning is greatly facilitated by the use of audiovisual and interactive software and devices. It is this strategic synergy between technology and teaching that opens up new possibilities in education.

Students can learn through online videos, audiobooks, interactive online games, and more, all at their own pace. In addition to access to information, new technology can excite and empower students. Teachers who use these tools may even see increased engagement and participation in their classrooms.

Learning methods are constantly improving and rely more and more on modern technology. These advances in communication facilitate the acquisition of information and facilitate the explanation of the subject. These are just some of the ways technology is used in education today.

This work is developed through the analysis and understanding of what was learned in the specialization course: ADMINISTRATION OF VIRTUAL ENVIRONMENTS OF FOREIGN LANGUAGES offered by the University of El Salvador to graduate students from the Bachelor's degree in English language teaching and the Bachelor's degree in Foreign Languages specialty: French and English, which is taught by teachers from the same University, and which is mainly focused on teaching the use of technological tools that today are of great importance for the development, organization, planning and communication between student-teacher.

II. Objectives

General:

- To analyze the importance of technology to design didactic materials for teaching-learning in online education.

Specific:

- To study learning theories for teaching English online using emerging technological tools.
- To review the principles of technological tools and their functions for educational purposes.
- To explain the use of technological tools to design didactic material studied in module I, II and III.

III. Theoretical Framework

a. The Online Education

Online education is a procedure of gaining skills and knowledge through electronic devices like computers, mobiles, laptops, etc. using the internet. Online education makes it possible for tutors or mentors to reach all the students more flexibly and teach them the relevant skills more efficiently. The students who cannot attend traditional regular classes now can also learn anything from anywhere using the internet.

Online education becomes a great source of education that is available 24/7 for the students. Through the incredible invention of devices (like mobile phones) or technology and the availability of the internet, it will become more flexible for students to learn anything from anywhere at any time. This kind of learning flexibility cannot be attained during traditional classroom learning as the students will become four bounds during the face to face learning.

Online education comprises audio, text, video, animations, chats with tutors or mentors, and virtual training that is given by the teachers to the students. These are the methods of conveying the skills and knowledge to the students so that they can become professionals in their fields.

There are many internet sources through which the teachers and students get connected. Some of them are social media platforms, google meet, WhatsApp, zoom, etc. By using these sources, the teachers can connect to a large number of students at a time. These sources make it easier for the teachers to teach a huge number of groups at a single period of time. The Covid-19 pandemic affected all the sectors of livelihood. This created a demand for online educational methods and the importance of online education came to know during this time.

b. Historical background: the impact of Covid-19 in education

The coronavirus disease (COVID-19) pandemic caused an unprecedented crisis in all areas. In the field of education, this emergency led to the massive closure of face-to-face activities of educational institutions in more than 190 countries to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students at all levels of education worldwide stopped having face-to-face classes.

In the sphere of education, many of the measures that the region's countries adopted in response to the crisis are related to the suspension of face-to-face classes at all levels, which has given rise to three main areas of action: the deployment of distance learning modalities through a variety of formats and platforms (with or without the use of technology); the support and mobilization of education personnel and communities; and concern for the health and overall well-being of students.

The outbreak of the pandemic forced educational institutions at all levels to move from face-to-face to distance education. Teachers and students had to move from their conventional face-to-face mode of learning to an online mode of pedagogy in a short period of time. The rapid change not only affected the mode of learning, but also raised questions about learning performance, assessment, and student self-regulation. Although online learning has been promoted for many years, it is still not a popular teaching and learning method in many educational settings. In addition, it offered opportunities for education to advance teachers' teaching practice and students' self-regulated learning. However, teachers had to transform their instructional design to assist the online learning process and students' self-regulated learning ability.

Author community: UNESCO Office Santiago and Regional Bureau for Education in Latin America and the Caribbean**.** (2020)

COVID-19 has brought many changes to the countries. El Salvador was one of the countries that experienced a sharp increase in COVID-19 cases. Therefore, the government put restrictions in many areas, one of them was education. Over the summer, COVID-19 restrictions complicated education in the Central American country. Schools were still closed and many relied on the Internet to take their classes. As a result, students and teachers had to be creative to make online education in El Salvador work during these difficult times.

The Ministry of Education of El Salvador launched a YouTube channel called "Aprendemos en Casa" (We Learn at Home). The channel is part of El Salvador's television broadcast on Channel 10. Every day students were taught different subjects such as science, mathematics, literature and social studies. The channel also offered a physical and mental health day for the students. Educational programs are good complementary tools for students, but they are not enough. As a result, most schools in El Salvador were using the Internet to deliver lessons and assign homework to students, making online education the new educational norm.

According to the BORGEN Magazine (2020)

The pandemic transformed the contexts in which curricula was implemented, not only because of the use of platforms and the need to consider circumstances other than those for which the curriculum was originally designed, but also because certain knowledge and competencies are more relevant in the current context. Several decisions need to be made and digital resources made available that present a great opportunity for school systems, educational establishments, and teachers.

C. Use of Technology in education

First, it is important to ask ourselves the question: What is technology?

In general, technology is the relationship that society has with its tools and crafts, and to what extent society can control its environment. The Merriam-Webster dictionary offers a definition of the term: "the practical application of knowledge especially in a particular area" and "a capability given by the practical application of knowledge". The word "technology" can also be used to refer to a collection of techniques. Human beings have the intricate need to solve problems, fulfill needs and satisfy wants, and one of its main purposes is to complete all these goals in a more efficient and simpler way, with technology this has become more possible every time.

In general terms, technology makes our work much easier and less time consuming; and its impact can be felt in every field in our lives, especially in Education. It was revealed that the use of modern equipment, technology and tools significantly increases the learning and interactivity of students. Raja, R., & Nagasubramani (2018). With time, the way we learn and retain knowledge has evolved as with any other area in humanity and it is vital to take care of this evolution and take advantage of that.

Internet connection

The importance of the internet has grown exponentially in almost all areas of our lives, especially in the educational field. We have come to an extent that having access to the internet is almost vital daily; it is present in computers, television, gaming consoles, our phones, and even in home appliances, the internet is literally everywhere. Thus, a good use of the internet is a must for students of every age. The use of the internet has brought students an amazing convenience, they can find many

kinds of help such as tutorials, assisting materials, courses, etc. which could be used to improve academically and enhance their learning. With a good use of the internet, the possibilities of an effective teaching-learning process are unmeasurable.

Use of visuals

Raja, R., & Nagasubramani (2018) explained that technology has helped us improve our ability to learn through visual elements. Images, videos and any technological tool that involves visual elements is easier to obtain with the boom of technology and the internet. Visual images always have a strong appeal compared to words. Using projectors and visuals to aid in learning is a form of great technological use. Top institutions around the world rely on the use of visual elements such as PowerPoint presentations and projections with images, audios and videos in order to keep the learning interactive and interesting. The use of these technological tools within schools and colleges can take the interaction and interest levels right up to improve self-motivation which makes the learning process become undoubtedly more efficient.

Hence, the good impact of technology has been so big that it is now part of the curriculum, as an instructional delivery system and as a tool to enhance the entire learning process. Nowadays, education has gone from passive and reactive to interactive and aggressive; this, thanks to the good use of technology from both students and teachers.

D. The importance of preparing didactic material for class sessions

Learning materials in teaching are essential to the success of student achievement. They are prepared according to the group to which it is directed, and it adapts to the purpose that is to be achieved with it. Educational materials in digital form include files, documents, images, slides, videos, audios, films, documentaries, and more. Thus, they integrate technology such as tablets, computers, video, projections, sound equipment, calculators, printers, etc.

The didactic material facilitates the learning process, establishes connections between the teacher and the students and allows for a structure with organized content so that progress can be experienced. That is why it becomes a significant resource for any educational process. The characteristics of a didactic material can vary according to the objectives, the characteristics of the students and the study conditions, as well as the infrastructures and access to technologies.

Among some characteristics, the didactic material:

- It can be adapted to be used with or without the help of the teacher.

- It is possible to use it individually or in a group.

- It's versatile. A teaching material can be designed for different contexts.

- It is oriented to motivate. Your design should arouse interest and curiosity about the topic.

- It's a source of information. (*Home*, 2018)

How does technology influence the planning of lessons and material for the teaching-learning of the student-teacher?

Thanks to technology, education is becoming more flexible and accessible. Today, online degrees and mobile learning have become popular. Teachers use a wide variety of tools to enhance the classroom experience and engage students. Technology is a multifaceted advantage for classrooms that enhances the learning process for students. Technology in education provides virtual assistance, live chat, as well as face-to-face communication with teachers and students in real time. Pre-recorded lessons can also be accessed, as well as a host of other necessary study materials.

Technology in the classroom helps students engage with the material they are learning. It simplifies the way teachers do their jobs, providing effective ways to build a relationship between teacher and student.

Technological resources frequently used in online education include:

• Interactive online tests, such as Kahoots or Quizlet.

• Virtual games or simulations where students put their knowledge into practice.

• A smart board or portable interactive whiteboard.

• Access to computers for online research.

• Online video series that goes deeper into the topics.

• Presentation tools, such as PowerPoint, Canva, and Prezi. (*3 Reasons Why Teachers Need to Use Technology in the Classroom*, 2021)

Technological tools don't have to cost a lot. There is multiple free resources you can use to enhance the students' education.

To really use these tools, teachers need to ask why students want technology in the classroom, not just why they need it. By incorporating modern technology, teachers can develop more creative and innovative lesson plans to keep their classes engaging. Technology equips educators with various tools to help students develop a better understanding of the material. Because students learn in unique ways, incorporating more learning methods increases the likelihood that all of your students will understand the concepts you teach. Whether students learn best through lecture, reading, examples, or video, technology allows teachers to adapt to each learning style.

There are many good reasons to use technology in a classroom, for both teachers and students. For teachers, the teaching experience can be much more fluid, personalized and effective; for students, the learning experience can be more fun, engaging and interesting.

The use of technology in classrooms can help incorporate different learning styles. For example, if one student learns better with visual aids, but another learns by listening to the concept, teachers can customize digital programs. Digital infographics can make complex topics seem easy to digest and fun, and many teachers report that their students stay more engaged when they learn digitally or with videos, visual aids, or audio clips.

What types of technology can be used in the classroom? Teachers use a variety of platforms to engage and educate students, virtually, digitally, and remotely. Here are some common platforms.

1. Adobe Spark Video: This app allows students to create their own instructional videos. Allows students to develop narrated videos easily with ready-to-use templates, images, and audio.

2. Google Classroom: Google's digital education management tool, Google Classroom, allows teachers to deliver entire lessons virtually and digitally, which has become a useful tool during the Covid-19 pandemic to this day.

Google Classroom allows teachers to hand out assignments, quizzes, tests, surveys, provide grades, and communicate with classrooms, all on one digital platform. Instead of handing out a piece of paper, students click a button. Teachers can plan lessons much faster, stay organized, and stay on top of their entire class from one central digital location. Google Classroom is completely free, allowing teachers around the world to streamline their lesson planning and grading.

3. YouTube: Videos are a powerful learning tool, as long as they are put to good educational use. Many students simply learn better that way, and there are thousands of educational videos on YouTube to help you with your teaching plan.

YouTube is a great way for teachers to simplify a complex topic and introduce it to students in a way they'll appreciate. Most students love YouTube, browse it independently, and are likely to engage more with a civil war YouTube video than a textbook.

4. Canva: Canva is one of the most versatile tools that technology has to offer today. Canva is a great tool for students and teachers to enhance the school experience. Teachers can use a wide range of visual aids, templates, and graphic design to

animate lesson plans, while students can produce professional-grade presentations, videos, images, and graphics for projects in Canva.

Resources and budgets for teachers are, at times, scarce – and many of these tech tools are free or very inexpensive. Since teachers may occasionally feel stretched too thin, digitally managing their classrooms can be a great way to keep track of grading, assignments, and lessons without drowning in a mountain of confusing paperwork.

IV. Description of Activities

Module 1 "Online Foreign Languages teaching"

In module I, students learned the importance of learning theories and their impact on the development of teaching methodology in virtual learning environments. The facilitator encouraged the participants to discuss and analyze the theories studied within a forum. Additionally, students learned the difference between synchronous and asynchronous teaching and how it can be applied. Furthermore, they learned to integrate learning management systems (LMS) available on the Internet to develop their courses, such as Teams, Moodle, Edmodo, etc. Finally, the students had the opportunity to work in pairs and created a virtual classroom, developed synchronous activities and integrated an LMS to manage, organize, deliver and report educational content and learning outcomes.

As evaluated activities, the students had the opportunity to let their creativity flow and design an infographic about the LMS learned and its features in the canva tool. In addition, they had the opportunity to develop their own course in Google Classroom,

and practice how to design a quiz, a forum, an assignment and how to upload materials for the students, then they had to present it to their teacher and classmates in a live session.

The main theories that the students knew and analyzed were:

Behaviorism: It is a theory of learning based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with the environment. Behaviorists believe that our actions are shaped by environmental stimuli.

Cognitivism: It is a theory of learning that focuses on processes of the mind. Cognitivist learning states that the way we learn is determined by the way our mind takes in, stores, processes, and then accesses information.

Constructivism: It is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner.

Connectivism: It is a relatively new learning theory that suggests students should combine thoughts, theories, and general information in a useful manner. It accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning.

Some of the main Learning managements systems (LMS) that students learnt and practiced were:

EDMODO: Edmodo is an LMS that aims at providing teachers with tools to help them connect and communicate with their students and parents. Teachers can share content, texts, videos, homework, and assignments with their students online.

GOOGLE CLASSROOM: Google Classroom is an LMS that allows teachers to create a virtual environment, create assignments, send feedback, and manage students in a quick, secure, and appropriate way.

MOODLE: Moodle is an LMS used by organizations, schools, and universities all around the world. It allows educators to create a private space online, with tools that easily create courses and activities, including forums, resource sharing, assignments, grades, and much more.

MICROSOFT TEAMS: Microsoft Teams is a group collaboration software that can be used to help teams work together remotely.

Another important tool reviewed was:

CANVA: Canva is a powerful design tool that can be used in education to create projects that not only look great but also help teach students the basics of digital design.

Module 2 "Educational applications for learning a Foreign language."

During module II, students were taught about the use of technological tools for teaching a foreign language in a virtual modality as well as the theoretical fundamentals about those tools with the purpose of learning how to use them in real contexts and put them into practice. Some of the tools studied are: **edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet. kahoot, classroomscreen, powtoon,** etc.

Description of the Technological tools

Edpuzzle: It is an online platform in which you can use videos to create interactive tasks for your students. Within a video, you add questions to track students' comprehension as they watch.

Flipgrid: It is a video discussion application in which the teacher can make assignments that the students are required to answer through short videos; they can edit it, use filters, etc. and share them with their teacher and classmates.

Flippity: It is an online platform designed to help teachers create interactive games and tools to keep students engaged within learning activities as well as help the teacher with classroom management. One of the greatest features of Flippity is that it has tons of templates you can use to make your work easier. Some of the activities available are Memory, trivia, board and matching games, flashcards, random name pickers, etc.

Liveworksheets: It is an online tool that allows you to transform any traditional worksheet such as doc, pdf, jpg, etc. into interactive online exercises. You can include audios, videos, and exercises like drag and drop, multiple choice questions, etc. which are self-corrected. Students can do the worksheets online and send their answers to the teacher for them to track their work.

Nearpod: It is an online platform where teachers can make any lesson interactive using slides, videos and even games. This helps the students keep more engaged throughout the class. There are thousands of free templates that can be used and edited. The lessons can be developed both, remotely and in the classroom, besides, the teacher can keep control of the lesson or give it to the students.

Padlet: It is a digital board similar to a notice board. This creates a space that can be filled with rich media like words, images, videos and links. Padlet is completely

collaborative as the teacher wants, allowing students to post or comment on teachers' posts.

Kahoot: It is an online platform that allows teachers to create interactive questionnaire games for their students. The students will get the quiz and have to answer them in a contest way, which makes it more engaging. It can be hosted via video conferencing or live in class.

Classroomscreen: It is an online tool with 19 widgets that are useful for giving instructions, supporting classroom management, and collecting feedback. Some of the widgets are timer, poll, drawing tool, text box, random name picker, etc.

Powtoon: It is an online platform to create short videos and presentations. It has the option to create a video using a PowerPoint presentation and add animations to it to make it more appealing. One of the most attractive features is that your videos end up being short but concise.

Activities developed

The first evaluated activity for this course was the making of an infographic. In the platform Canva, the students made an infographic about these and other technological tools with the purpose of showing the most important features, a topic in which that tool can be used and the objectives of applying such tools in a virtual class.

The second evaluated activity was a tutorial video in Flipgrid. The students made a video about how to create an interactive quiz in Liveworksheets showing two of the main features available in that platform; and later posted it in Flipgrid as a tutorial.

The third evaluated activity was a video in the platform Powtoon. The students first designed a Powerpoint presentation to convert it to a video about the advantages of using technological tools in online classes. It was required to talk about the features and why they recommended using such tools.

And the last activity was a demo class. The students were supposed to plan a demonstrative class using a technological tool assigned by the professor as the base to design interactive activities to be developed in an online class.

Module 3 "Design of Didactic materials for Virtual Environments"

The objective of module III was for the students to learn about the technological tools for the design of didactic material. With the use of these tools, the students put their knowledge into practice and developed exercises applying these tools in the new virtual modality of teaching a foreign language.

The tools seen in this module were: Podcasts (Audacity, Soundcloud) with these tools the students carried out a practice, recording an audio about a subtopic and converting it into mp3 to later edit it and obtain a podcast. Also, the students made an interactive image in Genially, where they could use the different options offered by this tool in an interactive image such as tags, insert links, videos, among others. Google Presentations with this tool students made a presentation using color techniques to make it interesting with an important content. The students worked in groups to create a google site for the realization of a class, uploading the activities previously done. At the end of the course the students did a closing video activity in the Openshot tool. In this they were able to edit the video, add a track and images.

Podcast: It is a digital audio file you can download or listen to over the Internet.

- **Audacity:** It is an audio recording and editing software application that is open source, so anyone can download it for free with no restrictions of use.
- **SoundCloud:** It is an online audio streaming and distribution platform that allows users to upload, stream, promote, and share music and podcasts.

An Interactive Image: It is an image that has been enriched through the use of resources and interactive elements which allows us to expand upon the information represented with videos, text, embedded content, etc.

Google Slides: It is a presentation program provided by Google that allows you to create and display visual slides to accompany a presentation of your work. Google slides can be used to create professional presentations by combining various text effects, graphics, and multimedia content features.

Google Sites: It is Google's free and easy-to-use website building tool. Google Sites is an online application offered by the American company. This application allows you to create a website or an Intranet in a very simple way. With Google Sites, users can quickly gather in one place a variety of information such as videos, calendars, presentations, files, etc.

OpenShot Video Editor: It is an award-winning, open-source video editor, available on Linux, Mac, and Windows. OpenShot can create stunning videos, films, and animations with an easy-to-use interface and rich set of features.

V. Achievements

In module I, the students learned how to apply some of the most important learning theories to teaching English through virtual environments; these theories are Behaviorism, Cognitivism, Constructivism and Connectivism. This was developed by means of a discussion forum in Moodle. The students also learned to set up a virtual classroom using Learning Management Systems (LMS) like Teams, Moodle, Classroom, Edmodo, etc., as well as the use and functions of Synchronous and Asynchronous activities in online education.

In module II, the team learned how to use and apply a variety of technological tools for the teaching and learning process in virtual education. Since it was studied

that one of most important aspects in virtual education is keeping the students engaged, the use of enough tools during a session is mandatory.

For the creation of educational videos, they learned to use the tools: Edpuzzle, Flipgrid, and Powtoon. Besides, tools to create quizzes like: Flippity, Liveworksheets and Kahoot. And tools to present content in a more interactive way like: Nearpod, Padlet and Classroomscreen.

In Module III, the students learned to use software applications and platforms to design didactic material from scratch. It is important to learn how to find useful material on the web; however, it is essential to learn how to create it. Some of the tools learned are: Audacity and Soundcloud for the creation of educational podcasts in order to present content to the students in an audio form. Genially, for designing interactive images in order to present many types of content in a simple and summarized way. Openshot for the creation of educational videos. Besides, Google Site to create a space in order to display all the material designed for the students to find it more engaging.

VI. Conclusions

Technology has been advancing over the years in the area of education. Therefore, it has benefited the new implementation of online education to put into practice the use of new technological tools to create more interactive sessions and meaningful learning for students.

Covid-19 made online education a necessity for students. For that reason, many of the institutions decided to opt for e-learning. However, many teachers were not trained for this modality and had to specialize in the use of new technologies in order to provide students with a totally different learning experience than face-to-face learning.

During this period we have learned to apply many technological tools for online education in modules I, II and III of the specialization course of Virtual Environment for Teaching and Learning of Foreign Languages. Therefore, we acknowledge the importance of technological tools for teachers' knowledge and students' learning.

In conclusion, new technologies have been the tools that teachers have for the creation of didactic material for students. It depends on the tools that teachers use and how they apply them to online education, so will be learning that students receive.

VII. Recommendations

- The authorities of the foreign languages department should foster the implementation of workshops for students to learn about the use of new technological tools that will be useful for the development of their own learning process as well as their future professional growth.

- The authorities of the foreign languages department should take into consideration making curricular and pedagogical changes for teaching in virtual mode since it has become a necessity for students to have that option available.

- The authorities of the foreign languages department should prepare teachers with the use of new technological tools, so that they can implement different activities in virtual classes and students can learn well.

- The teachers should encourage the good use of enough technological resources applied in their sessions. Most of the time, the content is appropriate but the way it is delivered is not the best, so the students are not able to take advantage of all the information they are given.

- The students should seek extra resources to learn the correct use of technological tools to put them into practice in their own learning process, since self-teaching has become more accessible.

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- *Online Tools for Teaching & Learning Designed by students in EDUC 390D, 592A, & 692D at the University of Massachusetts Amherst https://blogs.umass.edu/onlinetools/learner-centered-tools/audacity/*

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technology.Contact : ourtechroom777@gmail.com
https://ourtechroom.com/tech/what-is-google-slides-features-purpose-use-of-google-slides/

★ *By Vivian McCall Nov 24, 2020 Business Insider What is Google Sites? How to use the free website-building tool*
https://www.businessinsider.com/guides/tech/what-is-google-sites

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https://www.verywell mind.com/our-editorial-process-4778006

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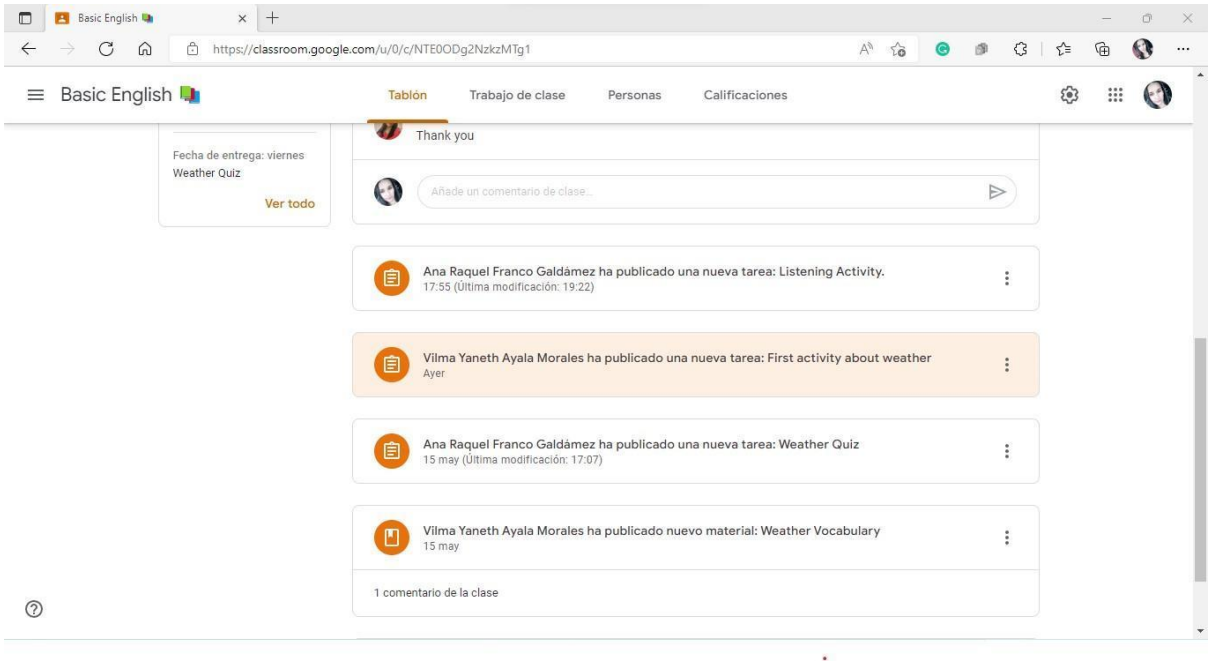
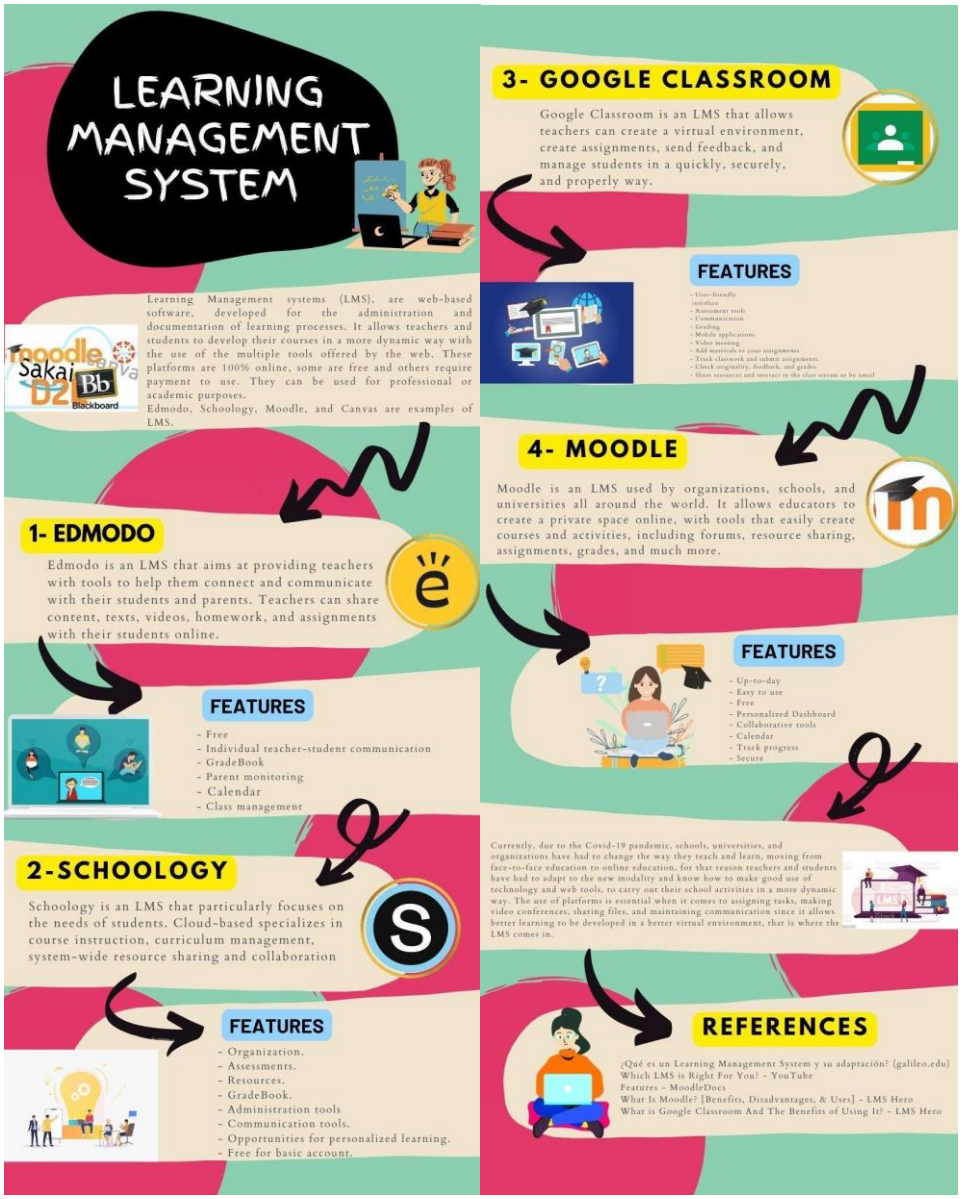
IX. Appendixes

Module I

A. Screenshots



B. Infographics



C. Program of the course (module I)

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

Module I Syllabus

Online Foreign Languages Teaching

March, 2022

1. GENERAL INFORMATION

1.1 Module 1:	**Online Foreign Languages Teaching**
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:	**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

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

(Online Meetings) Week	Synchronous session	Asynchronous session
1 Thursday 31st Tuesday 5th Saturday 2nd	• Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning	• Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday 9th Thursday 7th Tuesday 19th	• E-learning definition and application • Virtual teaching and its application in teaching languages.	• Discussion forum about theories of learning • Forum to answer questions or clarify doubts
3 Thursday 21th Tuesday 26th Saturday 23th	• Learning Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Thursday 28th Tuesday 3th Saturday 30th	• Learning Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Thursday 5th Thursday 12th Saturday 7th	• Learning Management Systems - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6	• Learning Management Systems -	• Create a Virtual Classroom

Tuesday 17th Thursday 19th Saturday 14th	Google Classroom (Live demonstration)	• Forum to answer questions or clarify doubts
7 Tuesday 24th Thursday 26th Saturday 21st	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Tuesday 31st Thursday 2nd Saturday 28th	• Demonstrative class (MEET)	• Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

**Artículo 151

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

Los motivos antes mencionados deberán sustentarse 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

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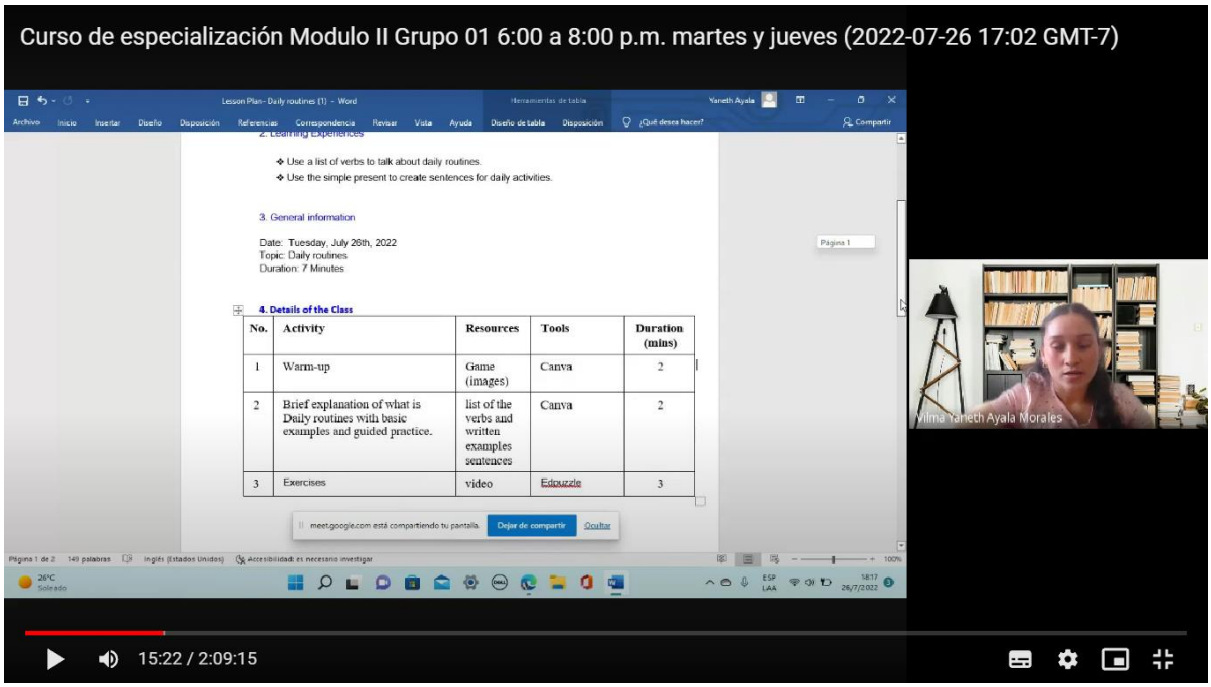
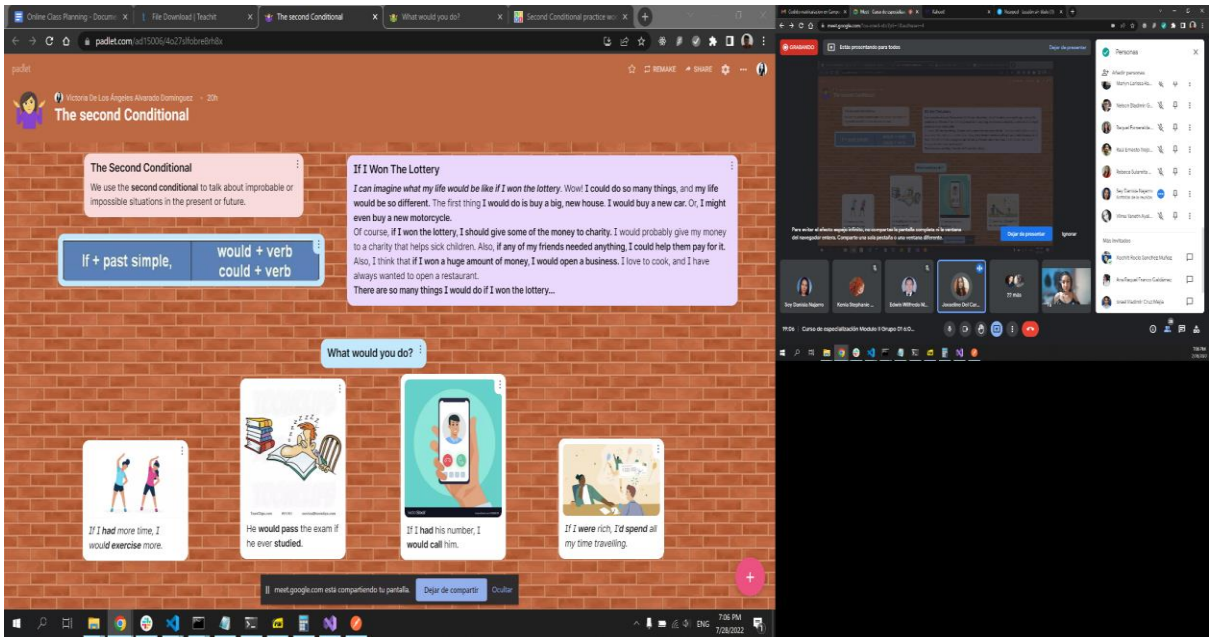
https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e

Module II

A. Screenshots of the demo class





COMPARATIVE ADJECTIVES
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Curso de especialización Modulo II Grupo 01 6:00 a 8:00 p.m. martes y jueves (2022-07-26 17:02 GMT-7)
Wordwall
Adjectives
Tema
1:31:34 / 2:09:15
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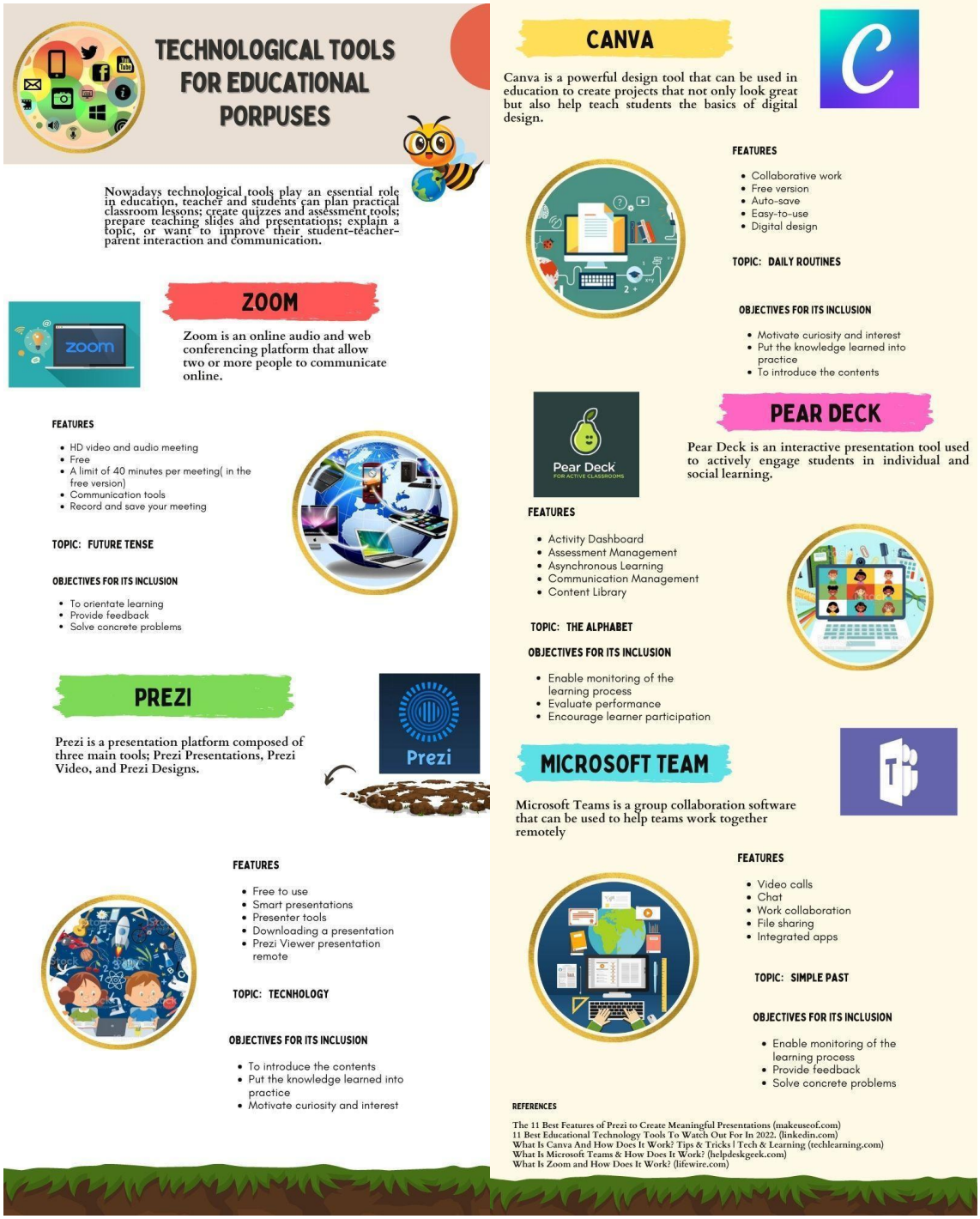
B. Infographics



5 Technological tools for online classes:

1. Wordwall

Features

- **Interactives and printables:** Wordwall can be used to create both interactive and printable activities.
- **Create using templates:** You can make a new activity by selecting a template and then enter your content, creating a fully interactive activity.
- **Switching template:** For example, if you created a Match activity based on names of shapes, you could turn it into a Crossword with the exact same shape names.
- **Edit any activity:** If you find an activity but it's not quite right, you can easily customize the material to suit your class and your teaching style.
- **Student assignments:** This feature can be used when students have access to their own devices, or as a way of setting homework. All the results are recorded and made available to the teacher.

Topic: Simple Present
Objectives:
- Put the learnt into practice.
- Motivate curiosity and interest.

2. Canva

Features

- **Variety:** Canva is one of the most assorted design platforms available nowadays; you can create plenty of designs, from posters, logos, presentations, photo edits, etc.
- **Templates:** There are thousands of templates and images available that you can edit or modify to create unique designs of your own.
- **Collaborate tool:** You can add users to your design via email, or generate a link to send around. You can also choose who has edit and view access.
- **Designs organized by folders:** This is particularly useful for organizing the designs you use on a regular basis—think logos, brand templates and letterheads.
- **Presentation:** There are some options when your design is ready; you can present your slideshow from the website, download it in your device or print it out, etc.

Topic: Simple Past
Objectives:
- To introduce the contents.
- To orientate learning

3. Pinterest

Features

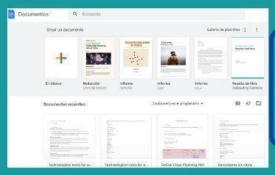
- Pinterest is a visual discovery engine for finding ideas like recipes, home and style inspiration, and more.
- **Variety:** There are billions of Pins, you'll always find ideas to get inspiration, you can save them to boards to keep your ideas organized and easy to find.
- **Discover ideas:** Use the search bar to discover ideas, people and trends. Tap Profiles on the search page to discover creators, people and brands based on your search.
- You can create Idea Pins to record multiple videos, add images, lists and custom text in a single Pin. Use Idea Pins to create step-by-step guides or share your ideas.
- **Easy to share:** Click the share icon to send Pins directly to a friend or a group in a message to pass the inspiration around. You can also use messages to chat with your friends.

Topic: Irregular Verbs
Objectives:
- Motivate curiosity and interest
- Put the knowledge learn into practice

4. Google Docs

Features

- **Summary:** You can create a summary in your outline to provide an overview of your document.
- **Use Google Meet with Google Docs, Sheets, & Slides:** From Google Docs, Sheets, or Slides, you can: Join a Google Meet video meeting or Present directly to a Google Meet video meeting.
- **Layer images above and below text:** You can change the text wrapping of an image to "In front of text" or "Behind text" to layer images above and underneath text.
- **Share documents with visitors:** Invite people to collaborate on your Google Drive files and folders as visitors. You control who can edit, comment on, or view the file.
- **Wordcount:** You can continuously display the word count of a document while you type.



Topic: Reading comprehension techniques
Objectives:
- Provide feedback
- Evaluate performance

5. YouTube

Features

- **Youtube search:** You can search any type of content. You can discover educational, business or content just for fun.
- **Recommendations:** it helps you discover more of the videos you love. The success of YouTube's recommendations depends on accurately predicting the videos you want to watch.
- **Parental controls:** it offers options and controls for parents and caregivers to help them decide which YouTube experience is best for their family.
- **Privacy controls:** it adheres to Google's privacy policies and principles. You can always control your privacy settings by visiting Your Data in YouTube or your Google Account.
- **Community Guidelines:** it outlines what type of content isn't allowed. These policies apply to all types of content, including videos, comments, links or thumbnails.

Topic: Conditional Sentences
Objectives:
- To introduce the contents
- Solve concrete problems

Resources

- https://wordwall.net/features
- https://www.canva.com/learn/all-the-features-on-canva/
- https://help.pinterest.com/en/guide/all-about-pinterest
- https://support.google.com/docs/answer/9228272?hl=en
- https://www.youtube.com/howyoutubeworks/product-features/
- https://www.google.com

TECHNOLOGICAL TOOLS

1)

TOOLS

VISME

Visme is an online design tool that anyone can use to create presentations, infographics, concept maps, schedules, reports and more.

Topic: Healthy life

Activity: To orientate learning.

Students have to work in groups and create an infographic about how to have a healthy life.

visme

2)

THINGLINK

It is useful for creating interactive images for teachers who intend to use them to better explain a topic or make concepts clearer to students.

Topic: Countries and nacionalities

Activity: Activate prior knowledge.

The teacher creates an interactive map to ask about the countries and nationalities

3)

PEARDECK

It helps teachers transform Google Slides into powerful formative assessments and active learning experiences for every student.

Topic: Sports

Activity: To introduce to the contents.

The class is divided in groups and they have to draw a type of sport and mention why they chose that sport.

4)

BOOK CREATOR

This flexible tool allows students of any age to create e-books. These books can contain photos, text, audio and video files.

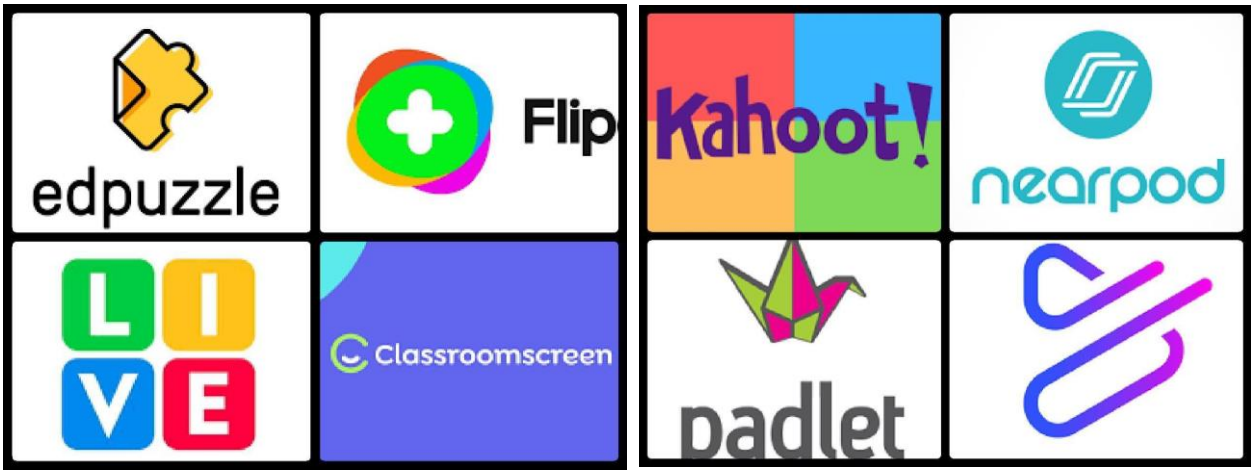
Topic: The past tense

Activity: Put the knowledge learnt into practice.

Students have to create a short story about their childhood using past tense verbs.

BOOK CREATOR

Apps



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C. Program of the course(Module II)

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

Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning

Module II Syllabus

Educational Applications for Learning a Foreign Language

June, 2022

1. GENERAL INFORMATION

1.1. Code:	**APE214**
1.2. Pre-requisite:	**None**
1.3. Academic Credits:	**3**
1.4. Target Population:	**Students who have concluded their academic courses**
1.5. Month and Year:	**June- July 2022**
1.6. Major Academic Unit:	**Foreign Languages Department**
1.7. School:	**School of Arts and Sciences**
1.8. Module Term:	**8 Weeks/ 2 Months**
1.9. Hours per Module:	**50 Hours**
1.10. Professors:	MEVA. Sey Danisia Najarro de Alvarado
	MsE. Blanca Alicia Menjívar González

4. **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 foreign 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 about Technological Tools (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%)

3. **Methodology**

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

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

Time Table

Week/Date	Synchronous session	Asynchronous session
1 Saturday, June 4th to Friday, June 10th, 2022	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, June 11th to Thursday, June 16th, 2022	Fundamentals and principles of using technological tools	- Infographics based on the fundamentals of technological tools when teaching a foreign language. - Question and answer forum
3 Saturday, June 18th to Friday, June 24th , 2022	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, June 25th to Friday, July 1st, 2022	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video in Flipgrid: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, July 2nd to Friday, July 8th, 2022	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
6 Saturday, July 9th to Friday, July 15th , 2022	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
7 Saturday, July 16th to Friday, July 22nd , 2022	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, July 23th to Thursday, July 28th , 2022	Demo class using technological tools	- Demo class using technological tools - Question and answer forum

5. **Evaluation System**

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

6. **Class Policies**

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de 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 *****

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

Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning

Module III Syllabus

Design of Didactic Materials for Virtual Environments

August, 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:	**August- September 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:	**50 Hours**
1.11. Professors:	MEVA. Sey Danisia Najarro de Alvarado
	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 participant will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics to be developed in the Google Site.

5. CONTENTS

Week	Content	Resources	Evaluation
Week 1 Y 2	❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud	❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities	Elaboration of a Podcast
Week 3 y 4	❖ The Fundamentals of image selection ❖ Using and Creating a Google Site ❖ Using Genially	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	❖ Elaboration of an interactive image ❖ Creation of a Google Site
Week 5 y 6	❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities	❖ Written Report about the specialization including the 3 Modules (first draft) ❖ Creation of a Google Presentation
Week 7 y 8	❖ Fundamentals of video creation ❖ OpenShot working environment.	❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities	❖ Elaboration of a video ❖ Written Report about the specialization including the 3 Modules (Final version) ❖ Live defense of Integrative Task

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Saturday, July 30th to Friday, August 12nd, 2022	❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Saturday, August 13th to Friday , August 19th, 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Saturday, August 20st to Friday, August 26th, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Saturday, August 27th to Friday, September 2nd, 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Saturday, September 3rd to Friday, September 9th, 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
6 Saturday, September 10th	❖ Using Google Presentations	- Videos - Tutorials

to Friday, September 16th, 2022		- Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Saturday, September 17th to Friday, September 23rd, 2022	❖ Fundamentals of video production ❖ Examples of Video Editors	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Saturday, September 24th to Thursday, September 29th, 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

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	15%
2. Creation of an Interactive Image in Genially	15%
3. Written Report on the 3 Modules of the Specialization Course(Draft)	15%
4. OpenShot Video Production	15%
5. Written Report on the 3 Modules of the Specialization Course (Final Version)	20%
6. Integrative Task (Google Site linked to Google Classroom and live defense.	20%
TOTAL	100%

7. CLASS POLICIES

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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.

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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.

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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 eldocente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

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