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

TOPIC:

ADVANTAGES OF USING TECHNOLOGICAL TOOLS IN ONLINE EDUCATION

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ABSTRACT

Technological tools provide a wide range of benefits in the education area. It was because of the pandemic in 2020 that educational entities closed their academic activities in person, causing the transition to digital use in the field of teaching-learning. Moreover, technological tools were new for many teachers; nevertheless, they have brought many advantages to this ambit where educators can create interactive and meaningful classes, and students can experience a good learning environment while learning. Additionally, participants have enlisted some technological tools and a description of their benefits and features to take them into account when giving a class. To conclude, it is presented a description of each module of the administration of virtual environment specialization which was divided into: Online Foreign Languages Teaching, Educational Applications for Learning a Foreign Language, and Design of Didactic Materials for Virtual Environments, where it is reflected the advantages of applying tools in online education.

Keywords: technological tools; online education; methods; Virtual environments; educational material.

I. INTRODUCTION

The use of technology in classes has become very popular in the last years and for teachers has become an important part when planning or designing didactics materials for their students. Therefore, in the present report, it is going to be reflected when and how technology became an important part of education. Moreover, it will be described the most popular technological tools used in virtual environments and face-to-face classes that make teachers take them into account as useful tools to plan interactive classes.

Furthermore, it shows the advantages of these tools in online education such as making the teacher´s job easier, tracking students´ progress, and making an interactive environment for learning. In addition, it contains a synthesis of the administration of virtual environment specialization that has been developed in three modules from March to September 2022. It shows what participants did and learned during each module of the specialization.

For instance, in module I “Online Foreign Languages Teaching," there are details of the activities they develop to apply the theory learned about the use of LMS and videoconference platforms when giving a class; also, it is explained what the class learned in module II “Educational Applications for Learning a Foreign Language” mentioning the tools used in the class and the activities carried out during this module. Then, they conclude with the description of the activities created in module III, called "Design of Didactic Materials for Virtual Environments”. Finally, this report provides some recommendations and conclusions about this specialization.

II. OBJECTIVES

General:

To identify the advantages of using technological tools in online education

Specifics:

- To classify the major activities learned during the course.
- To describe the most relevant achievements during the specialization.
- To explain the advantages found when using technological tools in online education.

III. THEORETICAL FRAMEWORK

For many teachers using technology when giving a class was a challenge likely because they were not used to it or because of the lack of equipment where they work, and there are other many reasons why it was not common to apply some LMS, videoconference platforms or some Technological tools in a classroom. Online education was not a common way to receive or give classes before 2020, the change to this new reality was a via to continue with the education of many students. Therefore, online education has become normal in education systems due to the covid-19 pandemic in 2020.

3.1 What is Covid 19?

The World Health Organization provides the following contribution: “coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illnesses. Anyone can get sick with COVID-19 and become seriously ill or die at any age.”

3.1.2 How did covid-19 influence education?

The UNESCO numbers on school closures caused by COVID-19 illustrate the pandemic's overwhelming impact on education throughout the world. At its peak, in early April 2020, the nationwide closures of educational institutions were affecting over 91% of the global student

population. In absolute numbers, this means that nearly 1,6 billion students in up to 194 countries were impacted by schools being shut down.

Because of its far-reaching impact, the COVID-19 pandemic has given us massive insights into how the role of technology can radically shift to reach 1,6 billion students and how to adapt learning processes in challenging times. In Janssen´s view, “Digital technology in education enables us to find new answers not only to what people learn but also to how they learn, where and when they learn. On top of that, digital technology can help boost the role of teachers. Rather than just communicating knowledge, they can become co-creators of knowledge, coaches, mentors, and evaluators.”

Due to this sudden change in education in 2020, technology has had a big impact that even in 2022, instead of putting it aside, it has been seen as good to use it, many teachers who at the beginning did not know how to use some platforms or technological tools now they feel very comfortable using them and take them into account when planning their classes. Many countries chose to change the way students learn after covid 19 cases occurred. Instead of going to school and sitting together in a physical classroom, many students and instructors have to join virtual spaces with online meeting platforms such as Zoom, Google meets, Microsoft team, and more. After two years of the pandemic outbreak, the education industry has faced dramatic disruption and a new normal has been set.

3.1.3 How important is technology in education nowadays?

The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed

to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate

personalized learning. It also helps students build essential 21st-century skills.

Additionally, it is often overwhelming and confusing for students to process a lot of information at once in a traditional classroom. Thus, Joseph in her article called “5 Reasons Why Online Learning Is the Future of Education in 2022” mentions that technology offers to students access to many online resources, encouraging them to do research and in this way become more self-directed. It also she mentions that makes concepts more digestible, for example when using an instructional video.

Furthermore, she mentions it is important to recognize that there are various learning styles and traditional education may not cater to all of them, and this author point out that “the concept of traditional education has changed radically within the last couple of years. Being physically present in a classroom is not t the only learning option anymore — not with the rise of the internet and new technologies, at least. Nowadays, you have access to a quality education whenever and wherever you want, as long as you can get online. We are now entering a new era — the revolution of online education.”

3.2 The most common technical tools used in online education

Due to the coronavirus pandemic, several schools and universities will continue to operate remotely during the following years. Without the face-to-face component of the traditional

classroom, distance learning requires a host of technologies and tools to enhance the educational experience. (R. Dallon Adams. 21, 2020). Here we have a list of some of the most common technological tools that have been used in the new era of online education:

- ✔ **Google Classroom**

Created for teaching and learning, Google Classroom is an all-in-one tool that makes learning flexible and accessible from anywhere in the world. Teachers save time when creating lesson plans, tracking the student performance, and using several creative tools to make course material more exciting. Currently, there is a free version of Google Classroom. However, a paid version is on its way with add-ons and easy integration with other educational tools.

- ✔ **Pear Deck**

Pear Deck is a Google Slides add-on that helps teachers create engaging slides and support student interaction. Teachers can create presentations from scratch or add interactive questions to existing presentations. Pear Deck has amazing features including a dashboard that's available on a phone or tablet, the ability to show or hide student responses, features that let you send personalized notes to individual students, and fun audio files to add to presentations.

- ✔ **Flipgrid**

Flipgrid is a fun way to get a conversation started. Simply post a topic and foster discussions within your learning community. It's a great way to get students interested in new ideas, excited to learn, and engaging with their peers!

✔ **Edmodo**

Edmodo's series of tools enable teachers to share course content, inspire collaboration and build an energetic and positive classroom. Parents can also receive updates about their kids' progress. Edmodo has free accounts for teachers for quick and easy sign-ups.

✔ **Canva**

Canva’s online graphic and publishing tool allows teachers to create stunning, professional-quality presentations, posters, infographics, social media banners, videos, Zoom virtual backgrounds, and more. Sign up for the free version or purchase one of their plans geared toward teachers and students. Canva easily integrates with your preferred learning management system, including Google Classroom and Microsoft Teams.

✔ **Zoom**

Zoom gained popularity during the pandemic for its versatility as a presentation tool and webinar platform while students learned online. Its security, live video class functionality, and chat feature for social interaction make Zoom a useful distance learning tool.

✔ **Blackboard**

Blackboard is an advanced LMS tool perfectly suited for kindergarten to high school. This platform works on any device and it's easily accessible to all students. Blackboard Learn also gives teachers access to several third-party tools.

✔ **ClassDojo**

ClassDojo's communication tool brings families, students, and teachers together to create a supportive online community. Teachers can develop a fun learning experience with downloadable resource kits and ideas. They can also find resources that help integrate ClassDojo with their preferred learning management system.

✔ **Microsoft Teams**

Microsoft Teams brings the best of several worlds together under one roof. You can share your screen or notes, conduct presentations, promote chatting, and bring everyone together through video conferencing

✔ **Nearpod**

Nearpod is a fantastic add-on for Google Slides and PowerPoint presentations. Teachers may use their presentations or select from lessons and videos in their impressive template library. Build polls, games, and collaborative boards to keep your students interested to learn. Nearpod promotes healthy social interaction between students. Nearpod includes free accounts for teachers!

✔ **Buncee**

Buncee makes it easy to create interactive course content that students love. Create presentations, lessons, and many customizable virtual school activities from Buncee's Ideas Lab template library. Teachers can easily share links, downloadable files, and group projects with students. The Buncee dashboard can be accessed from Microsoft Teams, which makes it easy to open discussions, share resources, and communicate with kids and their parents.

✔ **Hapara**

Hapara is an organizational tool that allows educators to make learning workflows in Google Workspace. You can also use other edtech tools such as Pear Deck, Kahoot, and EDpuzzle with Hapara to enhance the quality of course content. It's no wonder that teachers embrace Hapara for its accessibility to curriculum-aligned lessons, privacy, and security features.

✔ **Explain Everything Whiteboard**

The Explain Everything Whiteboard app is one of the top digital whiteboards. It's a fabulous offline and online tool perfect for traditional and hybrid class environments. It also encourages collaboration between teachers and students.

✔ **Bloomz**

Bloomz is a one-stop platform that eliminates the need for multiple apps and concerns surrounding security. Bloomz allows teachers to connect, organize, and stay in touch with students and parents. Parents and teachers won't have to open and close several apps, making it simple and stress-free for you to communicate and share information. Teachers have the option of selecting the free or premium upgraded classroom plan.

✔ **Khan Academy**

As a non-profit organization, Khan Academy boasts a list of subjects for teachers and students to choose from including math, science, reading, language, and life skills. All courses are suitable for students in grades 1 to 8 and beyond. Khan Academy is free for students and teachers. Donations are welcome and encouraged to keep the platform accessible to everyone.

✔ **Seesaw**

Seesaw provides a great alternative for creating learning loops that connect teachers, students, and parents. It provides a meaningful way for teachers to observe student performance and encourages the use of creative tools such as draw + record, video, creative canvas, and more. Teachers and students can sign up for free!

✔ **Kahoot!**

Kahoot!'s online game quizzes gained popularity with students and teachers during the pandemic. Kids can access countless games from Kahoot!'s library or they can even make their games. Teachers can also distribute Kahoot! challenges to students for learning outside of the classroom. Kahoot! challenges integrate with Google Classroom and make it easy to track missed questions and scores to help determine where students may need more help.

✔ **Slack**

Slack puts organization and communication together into one platform. It's easy for teachers to file course content related to individual topics, connect with students one-on-one or in groups, and send out relevant class material. Slack helps students get involved and remain engaged during online learning (Melanie Arden August 16, 2021).

3.3 Advantages of using technological tools in online education.

The use of technological tools brings teachers and students, great advantages here are some of them:

Technological tools make teachers' jobs easier. Technological tools in online education make teachers' jobs easier and more efficient. "Teacher can make important announcements and share materials and files in a well-organized and systematic manner" (Rouser & Majid, 2021). Teachers save a lot of time when sharing materials using technological tools because they can post them on a platform and all students can see them and download them. Moreover, efficiency and quality of education can be achieved using technological tools since teachers can customize lesson plans and create more attractive didactic materials. The role of technology in teaching is very significant because the use of technological tools improves the quality of education.

Technological tools help teachers track students' progress. Technological tools help teachers track and assess their students as well as their performance in online education. Education Broadcasting corporation offers that "Teachers can ua se spreadsheets to trackstu'ents's work and also track their teaching plan" 2004. It can also be used to facilitate communication between students and teachers and to create digital records of student growth and development that can easily be passed along from grade to grade. Besides, if a group of students is performing poorly in a particular area, this kind of record keeping can highlight areas that the teacher needs to focus on in their teaching.

Technological tools in online education are good for the environment. A huge impact of using technological tools in online education is the reduction of paper usage. "The average University produces 22kg which is a waste of resources per student each academic

year. An interesting fact is that the estimate of one-third of the printed pages is never used" (Read. Rock, 2022). For this reason, the implementation of tests, essays, quiz midterms, and other assignments online is done through technological tools such as kahoot, and liverworsheet in this way can help to reduce paper usage in the university. In addition, a paperless environment can also provide better space saving and an organized environment.

Thanks to technological tools, students enjoy learning. Thanks to technological tools, students enjoy the learning process when studying online. Students are more comfortable and interested and it is more likely that they can retain more knowledge when the learning process is pleasant. "Students are more inclined to try new things and take on more challenging tasks when the learning environment is more fun because they are less fearful of failure" (Australian Christian College, 2020). Some technological tools allow teachers to use and create very fun games when teaching online. These games are very useful because games engage students in the learning process, encourage healthy rivalry among them, and help them see failure as a stepping stone to success. Moreover, when the teacher develops different kinds of games using technological tools students' confidence grows and they also develop their problem-solving skills since playing involves making at the moment decisions.

Students and teachers can access information at any time. Nowadays, access to information is not limited to online education thanks to the use of technological tools. "Students can access different types of technological tools at any time and refer back to

them as needed" (Role of internet in Education/ Online Education, 2020). It makes information accessible at any time and a pace that the students find comfortable. Teachers and students can access so many technological tools to teach, study, learn, and apply the knowledge they have gained. Besides, the different technological tools that are currently available allow teachers and students to verify content and increase their knowledge.

Technological tools make collaboration more effective. Technological tools make collaboration more effective in online education. "In collaborative learning environment learners have the opportunity to question other conceptual frameworks, converse with peers, exchange diverse beliefs, present and defend ideas, and actively engaged" (Srinivas, 2011). Collaborative learning empowers students as the builders of their knowledge because it allows them to solve problems as a team it gives them a chance to share their opinions. In addition, with technological tools, students' collaboration and collaborative learning are much easier because students can save time, share experiences, share skills, and perspectives, share responsibility, build social networks, and increase efficiency. Besides, in online education, students can collaborate using technological tools that include forums, files, sharing and intuitive modalities that help them to communicate with each other.

IV. DESCRIPTION OF ACTIVITIES

4.1 Module I: Online Foreign Languages Teaching.

During module 1, the class studied some theories to identify the importance and methods, tools, and strategies to use when teaching a second language in a virtual environment.

During the first and second weeks, participants learned about theories and virtual teaching and its application in teaching languages. They had the first evaluation which consisted of a forum discussion related to the preview theories studied. For this activity, students had to give their personal opinion about if it was possible to teach a second language online.

In the third and fourth weeks, students learned what is an LMS and its features to be considered, and some examples of them. The practice for these weeks was fundamental due to it was hard at the beginning to use some of them.

In **Moodle,** they learned how to make quizzes which were difficult because of some details that they had to do during the creation of it, and a virtual classroom (like a group). It was during these weeks that they had to work on the next evaluated activity, which was to create an infographic about some LMS, where they had to show the features of each of them.

Source: Google images

Source: Google images

In the fifth and sixth weeks, continue learning about some platforms, the class studied and practiced as well. The platform for these weeks was **Google Classroom**, which is not considered an LMS, but it is useful in online education because it has some features which are useful for teachers when creating a virtual environment to teach a second language. in the practice, participants learned how to make quizzes, homework, and assignments, and at the same time, they learned how to organize their classes creatively for their students do not get lost. The evaluated activity for these weeks was to create a virtual classroom in the platform mentioned, where participants had to select an English topic and create some assignments for students and organize it creatively.

In the last two weeks, students learned about some platforms that help teachers with videoconferences such as MEET, TEAMS, and ZOOM. In the first one mentioned, **Meet**, they identified the main features it has, for example, they can change the layouts to visualize their students better; another amazing tool is the breakout rooms, where students can work collaboratively; teachers can record the videoconferences; and others.

Source: Google images

The next one is **Teams**, which has interesting tools to use in a videoconference such as the breakout rooms, where students can work together and teachers can monitor group work as well; at the same time


Source: Google images

students can submit assignments given by the teacher; teachers can create their different group classes; and among other features.

Last but not least important is **Zoom**, which contains features such as students can control the screen of the teacher, this means, for example, they can complete exercises in worksheets teachers are sharing on screen; the host (teachers) can turn on/off the microphone of the participants; when students can participate, they have the option to raise a hand; and there are more useful features this platform contains.

Source: Google images

As an evaluated activity to finish this module, the class demonstrated what they have been learning; therefore, they give a demonstrative class by using Meet as a videoconference platform and organized a virtual classroom in Google Classroom, where they had to create some assignments such as quizzes, forums and other types of activities that can be created in this last platform.

4.2 Module II: Educational Applications for Learning a Foreign Language

During module II "educational applications for learning a foreign language", students learned about eight technological tools and their usage in an online teaching-learning environment. Moreover, participants analyzed the importance and advantages of each of them by the hand of practices and activities with the different tools to become knowledgeable and confident at the moment of teaching using each tool.

The technological tools studied during this module include edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon, and more. Let's take a look at the most important activities done during module II:

During weeks 1 and 2, students had an introduction to the different online tools that will be studied during the course and they started with the practice of some of them being the most important Canva.

Canva is a graphic design tool that works to simplify the process of digital design. Moreover, it allows for image editing and project-based learning using a simple drag-and-drop interface. (Luke Edwards, May 10, 2022)

Image credit: Canva

During these 2 weeks, students closed with the creation of an infographic about 5 technological tools using all features that Canva provides to create an amazing infographic design.

During weeks 3 and 4 participants continue learning about very important technological tools such as:

Edpuzzle. This is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. (Luke Edwards published March 17, 2021)

Image credit: Edpuzzle

Then, they continue with Powtoon. This is an online platform for creating short video presentations. Moreover, it gives anyone the ability to create professional videos and presentations.

Image credit: Powtoon

Finally, the next one was Flipgrid. At its most basic, Flip is a video tool that allows teachers to post "Topics" that are essentially videos with some accompanying text. This is then shared with students, who can be prompted to respond. (Edwards published May 23, 2022)

Image credit: Flipgrid

This week's students closed by working on the creation of a video tutorial on Flipgrid to explain how to create an interactive online worksheet.

During weeks 5 and 6 students continue with more amazing online tools such as:

Padlet. As you may remember, this is a platform in which you can create single or multiple walls that can house all the posts you want to share. (Luke Edwards published May 09, 2022)

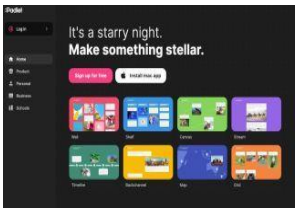

Image credit: Padlet

Then, they continue with **Nearpod,** which is a website and app-based digital tool that lets teachers create slide-based learning resources that are interactive for students to engage with and learn from and that also includes gamification.

Image credit: Nearpod

For these weeks, participants closed with the activity of a video in Powtoon about the advantages of using technological tools. This is to demonstrate the previous knowledge acquired using this tool in the previous week.

During weeks 7 and 8 students closed this module learning about a very important, useful, and funny tool named Kahoot!

Kahoot! is a digital learning platform that uses quiz-style games to help students learn by making the information engaging in a fun way. It's also a helpful tool for a hybrid class that uses both digital and classroom-based learning. (Luke Edwards published May 04, 2022)

Image credit: Kahoot

Finally, participants closed weeks 7 and 8 with a demo class presentation. Each student was assigned an online tool study during the module and had to plan an online class using the technological tool established.

There is no doubt that during module II students learned about the features and how to take advantage of the most important technological tools that exist to give and create an amazing online class and teaching materials.

4. 3 Module III: Design of Didactic Materials for Virtual Environments

In module III, for the design of didactic materials for virtual environments, students learned about the use of multimedia. At the same time, different technological tools are involved the in earning process of students. The first activity was the creation of a podcast, which is a digital audio file that can be taken from the internet and played on a computer or device that you can carry with you. Moreover, podcasting offers the opportunity for lecturers easily broadcast engaging audio content, which students can then listen to at any time and wherever they are.

Therefore, students learned how to use tools for the design of didactic materials for virtual learning environments. The first activity was the creation of a podcast using different technological tools such as:

Source: Google images

Audacity: students learned about how to manipulate the different tools that audacity offers to create a podcast. It is a multi-track audio editor and records for Windows, macOS, GNU/Linux, and other operating systems. Students learned about the digital media file, or a series of such files, that is distributed over the internet using syndication feeds for playback on portable media players and personal computers.

Source: Google images

Sound cloud: Students also learned what it is SoundCloud and how to use it when teaching. This online audio streaming and distribution platform is very helpful for teachers and students because it allows them to upload, stream, promote and share music and podcasts.

Students practiced modifying format images

Students learned that a format image is helpful to understand the common file format of digital images, how these file formats differ and what their recommended use is. TIFF (.tiff), JPG (.jpg, .jpeg), and GIF (.gif) are file formats that you are likely to encounter. Another image file is used to a lesser extent; these formats are often proprietary, such as Photoshop, and PSD files. To edit the image, you use:

Source: Google images

Genially: Students practiced using a web-based tool, available in a free version that allows to create infographics, interactive presentations, and even escape games. This tool will be really helpful when teaching because they will be able to create an interactive image.

Source: Google images

Google sites: students practiced a free web application for creating websites. Here you can develop the website by yourself or collaborate with others to create the content of the pages. Among the main advantages of using this tool are: this tool is easy to use and it does not require that teacher and student knows about programming to use it more than one student can edit it at the same time. Moreover, teachers and students can use it everywhere. at

the end of this module, this tool will be used to insert the podcast, interactive images, and videos.

Students learned about video production.

Source: Google images

Open shot: Students learned how to use this software suitable for creating and publishing recording video tutorials and presentations.

V. ACHIEVEMENTS

- Participants learned how to create some virtual environments by using some LMS and creating some assignments as well to improve teachers' skills in online classes.
- The integration of some platforms and their features to give a class such as the activities done in Google Classroom to assign students and the use of a videoconference platform at the same time
- Participants analyzed the features and advantages of the most common technological tools in online education.
- Students learned how to use web tools for the design of educational materials such as podcasts, online presentations, interactive images, and videos among others. As a fundamental part of the culmination of this specialization, students complete an interactive task through which they apply the competencies acquired during the three modules.

VI. CONCLUSIONS

- The use of technological tools in online education increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning.
- Technological tools are important since they help improve students learning.
- Technological tools in online education have several benefits that allow making teachers´ jobs easier, help track students´ progress, are good for the environment, enjoy learning, can access information at any time, and make classes more collaborative and effective.
- Modules I, II, and III confirms that theory and practice are important in order to know all the benefits the different technological tools and platforms offer and take advantage of the features they provide to make online classes unique and meaningful for students.

VII. RECOMMENDATIONS

- ✔ The University of El Salvador must support students and teachers with the necessary tools and material to give and receive well-prepared online classes in a collaborative and enjoyable environment.

- ✔ Teachers must continue educating students about the importance of acquiring knowledge of the use of different technological tools in online education.

- ✔ Students must take advantage of the wide variety of possibilities online education is giving to acquire new abilities that will help them as future professionals.

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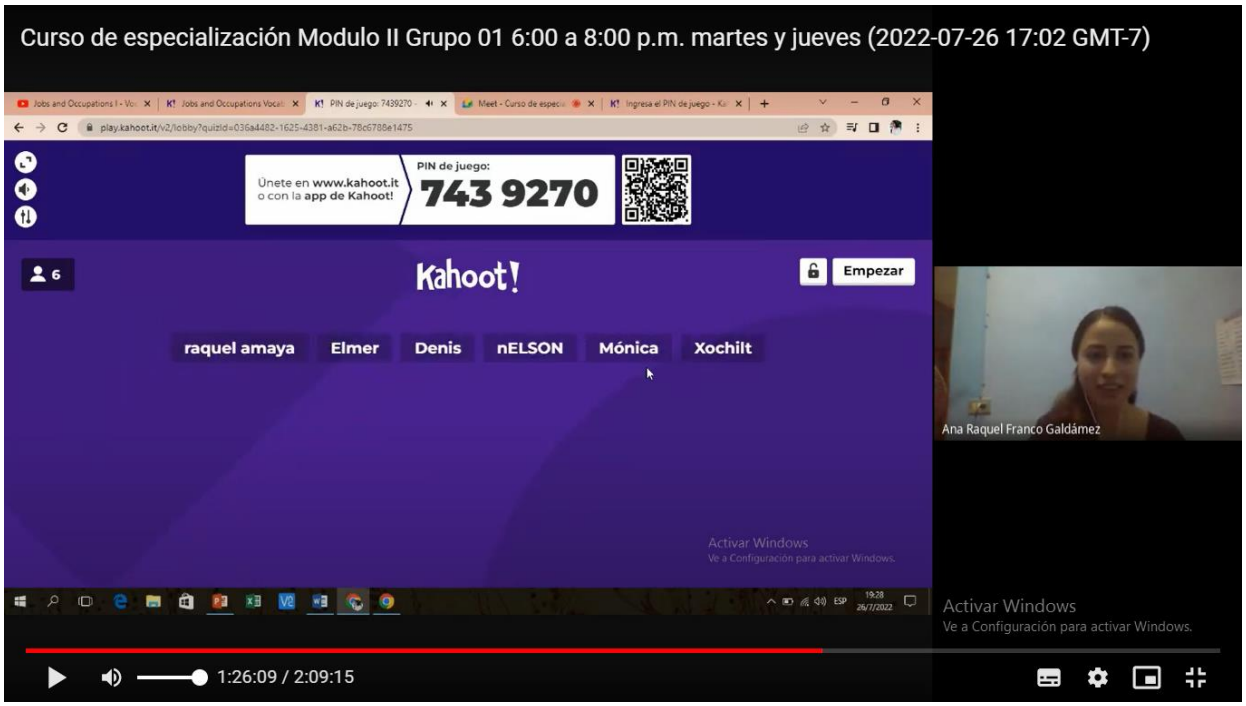
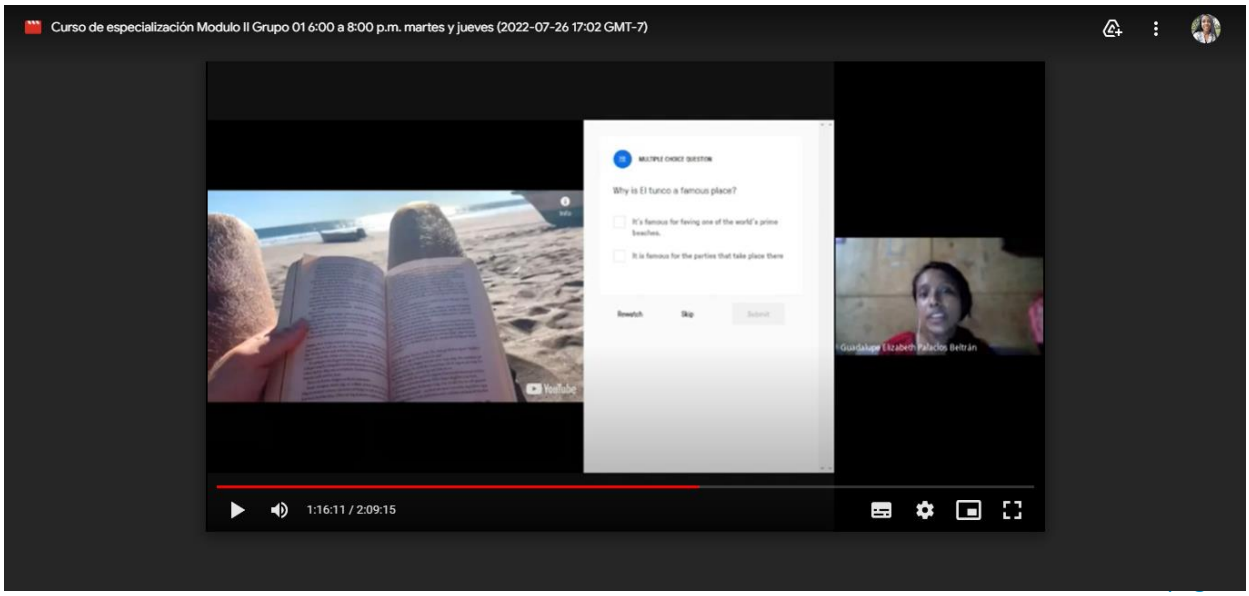
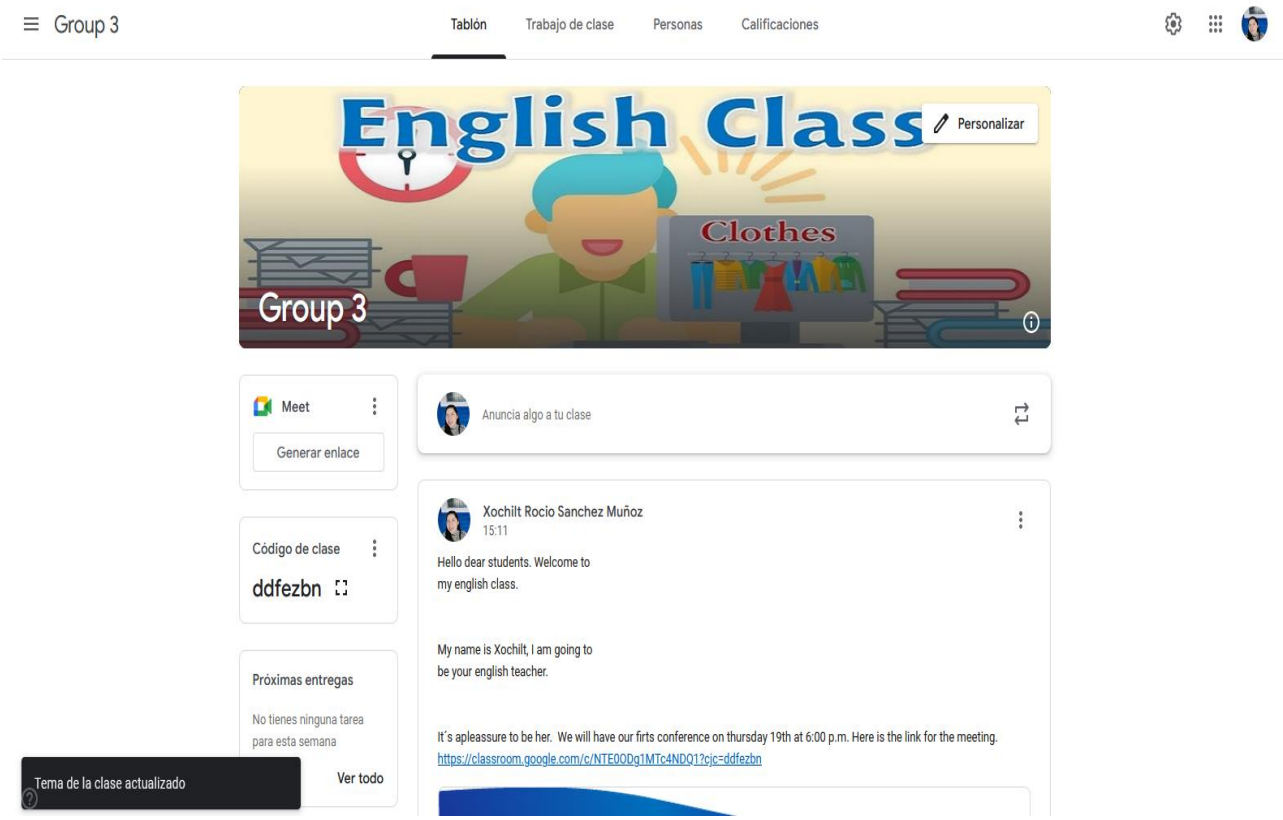
IX. APPENDIXES

- presentat**ions of activities and Syllabus:**






Group 3
Tablón
Trabajo de clase
Personas
Calificaciones
English Class
Personalizar
Clothes
Group 3
Meet
Generar enlace
Código de clase
ddfezbn
Próximas entregas
No tienes ninguna tarea para esta semana
Ver todo
Tema de la clase actualizado
Anuncia algo a tu clase
Xochilt Rocio Sanchez Muñoz
15:11
Hello dear students. Welcome to my english class.
My name is Xochilt, I am going to be your english teacher.
It´s apleassure to be her. We will have our firts conference on thursday 19th at 6:00 p.m. Here is the link for the meeting.
https://classroom.google.com/c/NTE0ODg1MTc4NDQ1?cjc=ddfezbn

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 an 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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- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
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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

1. Module Description

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

2. Objectives

a) **General Objective:**

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

b) **Specific Objectives:**

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

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

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.

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%)

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 *****

7. REFERENCES

BOOKS

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https://classroomscreen.com/

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

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

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

III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework

assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

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

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

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

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

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

Artículo 147

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

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable. Artículo 150

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

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

Artículo 151

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

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

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

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

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