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

TITLE:

THE INCLUSION OF TECHNOLOGICAL TOOLS IN EDUCATION

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LAST REPORT FROM THE SPECIALIZATION COURSE "ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS" IN ORDER TO OBTAIN THE DEGREES OF: BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND ENGLISH & BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

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ABSTRACT

This paper presents a report on the virtual tools of how they help in the educational field. Digital platforms or learning management systems allow students to access a wide variety of educational materials from anywhere and at any time. This has made it easier for students to learn at their own pace and in their own time, which can be especially enhanced for those who have difficulty attending school on a regular basis. In addition, creating virtual tools have allowed educators to personalize learning for each student, requiring a wide range of options for both synchronous and asynchronous to develop interactive activities. In short, they have guaranteed the accessibility and flexibility of learning, which has improved performance and the learning experience for both sides; teachers and students, bringing quality education to everyone who wants to excel and have a decent education in the modern age.

*Keywords***:** Virtual tools; learning style; learning flexibility; synchronous classes; personalized learning.

RESUMEN

En el presente trabajo se expone el informe sobre las herramientas virtuales de como ayudan en el campo educativo. Las plataformas digitales o sistemas de gestión de aprendizaje que están permitiendo a los estudiantes acceder a una amplia variedad de materiales educativos desde cualquier lugar y en cualquier momento con solo tener un dispositivo con internet han facilitado a los estudiantes aprender a su propio ritmo y en su propio tiempo. Lo que es especialmente beneficioso para aquellos que tienen dificultades para asistir a un centro de estudios de manera regular. Además, las herramientas virtuales han permitido a los educadores personalizar el aprendizaje para cada estudiante, proporcionando un ambiente con una amplia gama de opciones para desarrollar actividades interactivas independientemente las clases sean sincrónicas o asincrónicas. En resumen, han aumentado la accesibilidad y la flexibilidad del aprendizaje, lo que mejoro el rendimiento y la experiencia de aprendizaje, llevando educación de calidad a todo aquel que tiene el deseo de superarse y tener una educación significativa.

Palabras clave: Herramientas educativas; flexibilidad del aprendizaje; clases sincrónicas y asincrónicas; entornos virtuales de aprendizaje; aprendizaje personalizado.

I.   INTRODUCTION

During the last four years the educational field has changed tremendously due to the pandemic of Covid 19, so the education system had to take important decisions if the government aimed to face the challenge that was supposed to set up a real solution for the teachers and the students since the Covid-19 that began in China, but spread all over the world so quickly that nobody expected it could arrive in El Salvador one day, although unfortunately it happened and the government, in order to save the population´s lives, decided to forbid all kinds of meetings, and that included to assist to presential classes. So that unexpected reality affected every single area of the society of El Salvador.

The internet with its multiple online tools and platforms became an essential element in the educational field, firstly the teachers received different training where they got the knowledge they needed to use different online tools and virtual platforms for continuing education in a virtual environment that benefited the students who needed to carry on their academic studies. Teachers who completed the training that the government provided could enhance their teaching methodology by using the different options that the technological tools and platforms have as; the video conferences, the option to set up synchronous and asynchronous activities, to create a concise and useful schedule where all those activities had a real and clear horary. So, the educational base was set up and the academic schedule started with the implementation of online platforms and tools in which not only got rid of barriers of time, space, and distance; but, also enhanced the quality of the learning experience since wider methods of teaching can be explored. Besides that, the use of those technological tools

encouraged the pupils´ motivation since the online tools allowed teachers to present and explain their classes through gamification, which wasn't a boring method at all.

It's for that reason that the authorities of Universidad de El Salvador finally decided to implement the online teaching methods to English language teaching since the online platforms and tools allowed the students to take their academic process despite the distance due to the pandemic of Covid-19. So, this final report aims to explain in more detail he, objectives, activities carried out, achievements and conclusions, and recommendations of the specialization course entitled: ¨Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros¨ and the elements learned as students of the Foreign Language Department.

II.   OBJECTIVES

GENERAL OBJECTIVE

To describe the contents learned during the specialization "Curso de Specialization: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros" offered by the Department of Foreign Language at the University of El Salvador.

SPECIFIC OBJECTIVES

- To present the usages of the technological tools and platforms learnt through the specialization course provided by The University of El Salvador.

- To describe the most important activities executed during the three modules developed in the specialization course.

- To point out the most useful digital materials for the language teaching-learning process at the time of the specialization offered by the Department of Foreign Languages.

III. FRAMEWORK

The transition from face-to-face education to online education due the Covid-19 pandemic.

The global Covid-19 pandemic started in 2019, but it spread worldwide so easily and quickly, and unfortunately El Salvador wasn´t an exception. March 2020 began with the bad news, the Covid-19 arrived and suddenly everyone gets enclosed because of the fear for getting sick with the new virus, so everything gets affected, the economy, the people's lifestyle and the education, for the government took measures in order to avoid the contagious and the death of the population, then the places got restrictive measures, the markets, the supermarkets, the public places in general, and the schools and universities weren't an exception. Educational institutions around the world faced an unexpected scenario because of the pandemic that started in China. The educational authorities understood that it was impossible for the students to face -to-face classes in a physical classroom, so most educational institutions had to opt for making and scheduling online classes. The online tools and virtual platforms became a must, especially in the universities of our country, the education had to evolve, and the educators had to change their methods and strategies to get adapted to that new reality in the educational field.

Despite the fact that most of the teachers weren't used to using technological tools and online platforms they had to get used to them. But they had to work in their method, and they got used to working with a new focus for improving themselves and be able to face the requirements that the universities expected of them. First of all, they got the responsibility to create and use online activities and evaluations for their pupils. Secondly the government decided to change the face-to-face modality to an online modality, and that established an ultimate way to teaching-learning in the University of El Salvador into an online educational

plan with two kinds of activities. For that reason the teachers got trained in a variety of tools and platforms which could allow the synchronous and asynchronous activities with the students, in one hand synchronous activities consisted in online classes with a certain environment that involved interaction among the members of a specific group of students, and some tools and platforms allowed activities in real time during the online sessions, and in the other hand the asynchronous activities that the students could completed in determined period of time between two online classes, and it had an specific deadline to send it up.

So the rules were set up and the technological tools and platforms became essential elements in the education field, as a channel that allowed distant education and contributed to the continuation of the education since the technology offered multiple choices to the students when they want to learn at any time wherever they were for carrying on their academic activities.

The integration of the Information and Communication Technology (ICT) in education.

First of all is essential to define Information and Communication Technology (ICT); it is the mode of education that uses information and communication technology to support, enhance and optimize the delivery of information. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in the use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The results specifically showed that the students who are continuously exposed to technology through education have better 'knowledge', presentation skills, innovative capabilities, and are ready to put more effort into learning as compared to their counterparts.

Introducing ICT into education is the answer for those who ask; 'how can we increase the reach of our institution, to a larger number of students? The Mobile learning (m -learning) as a form of e -learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Student's access information whenever and wherever they want. There are a variety of options that the teachers and students can use to get access to the Information and Communication Technology (ICT) among them we can find:

-Access of course materials through remote devices,

-Online digital repositories for lectures, course materials, and digital library,

-Making use of handheld computers, tablet computers, audio players, projector devices etc.

Nowadays is very common to see people with some device, a lot of young people, the most of students get some device like a cell phone, tablets or a computer and the teachers get some device as well, since the educator are aware about their importance as a facilitators for including the ICT in the online education where they can provide their students , the devices have become more than a way for entertaining to waste time watching YouTube or recording videos in Tik-Tok into real tools for making   easier the educational knowledge not only to the students but also to the teachers, who after a good training in managing with the technological tools and platforms which enables ICT in education, and making use of technology in education create an easy-to-manage learning environment where the delivery of information is so much smoother and the learning easier.

LMS (Learning Management System)

A learning management system (LMS) according to Brush, K. (n.d.): "is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for eLearning practices". The learning management system concept emerged directly from e-Learning. Learning management systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s. Learning management systems have faced a massive growth in usage due to the emphasis on remote learning during the COVID-19 pandemic. Learning management systems were designed to identify training and learning gaps, using analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. In the higher education space, an LMS may offer classroom management for instructor-led training or a flipped classroom. Modern LMSs include intelligent algorithms to make automated recommendations for courses based on a user's skill profile as well as extract metadata from learning materials to make such recommendations even more accurate

An LMS delivers and manages all types of content, including video, courses, workshops and documents. In the education and higher education markets, an LMS will include a variety of functionality that is similar to corporate but will have features such as rubrics, teacher and instructor-facilitated learning, a discussion board, and often the use of a syllabus. A syllabus is rarely a feature in the corporate LMS, although courses may start with heading-level index to give learners an overview of topics covered. Learning management systems may be used to create professionally structured course content. The teacher can add text, images, videos,

pdfs, tables, links and text formatting, interactive tests, slideshows etc. Moreover, they can create different types of users, such as teachers, students, parents, visitors and editors (hierarchies). It helps control which content a student can access, track studying progress and engage students with contact tools. Teachers can manage courses and modules, enroll students or set up self-enrollment. There are many LMS, but we are going to describe four of them and their features in the next list:

1) Moodle.

Moodle is a free online learning management system that allows educators to create their own private websites, filled with dynamic courses that extend learning, anytime, anywhere. -Features: Modern, easy to use interface, personalized dashboard, collaborative tools and activities, all-in-one calendar, convenient file management., simple and intuitive text editor, notifications and track progress.

2) Google Classroom.

It's a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created as ways to eliminate paper in classes and to make digital learning possible. -Features of this interesting LMS let us start a video meeting, to create and manage classes, assignments, and grades online without paper. Add materials to your assignments, such as YouTube videos, a Google forms survey, and other items from Google Drive Give direct, real-time feedback.

3) Schoology.

It´s a learning management system for schools and businesses that enable its users to create, manage, and share assignments and resources. Also known as a web content management system or virtual learning environment, the cloud-based platform provides tools to manage classrooms or blended learning. Features: Recording and watching video lessons/projects, incorporating third-party apps, building standards-aligned assessments, utilizing the online gradebook to provide rapid and ongoing student feedback. So, if you can't wait to get started with Schoology, visit Schoology online to sign up for the free version for access to some of Schoology's best features.

4) Canva.

It´s a free graphic design platform and according to Malvik (2020)**,** graphic design is defined as: "the art and practice of planning and projecting ideas and experiences with visual and textual content.", in other terms, graphic design communicates certain ideas or messages in a visual way, which is how Canva works. That's great for making invitations, business cards, Instagram posts, and more. A drag and drop interface make customizing thousands of templates simple and easy. Canvas wide array of features allows you to edit photos without extensive photo editing knowledge or experience. Features; Video transitions, tell better stories with free video transitions, online video recorder, capture every move with the free online video recorder, video resize. Canva live, text animation teams. Image cropper and add text to photos.

THE TEACHERS´ DUTY IN A VIRTUAL ATMOSPHERE

The educational literature addresses the changes that can be expected in the duty of the teachers as a result of utilization of the computer for realizing teaching and learning objectives. Solomon (1996) defines the duty of the teacher in the online classroom as a diagnostician and moderator whose responsibility is to work with student groups, and help them make progress on their own in coping with the task presented to them by the computer. Solomon claims that teaching and learning in the hi-tech classroom needs to be based on new understandings regarding the psychology of learning and technology – on the possibility that computer technologies, in essence, "invite" the use of computer learning environments in an intelligent fashion

Sheidlinger (1999) presents the duty of the teacher as that of a "personal educator" of those learning via computer, where the teachers serve as figures who complement the computer by providing the pupil with personal attention through personal involvement and one-on-one interpersonal contact. Nir-Gal and Klein (1999) typify effective teaching behavior in a computer-mediated environment, emphasizing what Feuerstein et al. (1979; 1980) termed "facilitation variables": intention and reciprocity (focus); facilitating significance (emotion); transcendentalism (expansion beyond satisfaction of immediate needs); facilitating emotions, feelings, senses and abilities (encouragement); regulating behavior. In their view, mediation is what ultimately enables students to utilize the computer to develop their cognitive and learning skills. The qualifications demanded of teachers for wise and intelligent use of computer technologies as an aid require them to "navigate and orchestrate" over computer-

integrated dynamic processes taking place in their online classrooms, including cognitive, social and personal processes (Levin 1995).

THE REASONS WHY TEACHERS USE THE TECHNOLOGY

Finally, in addition to resources like textbooks and worksheets, technology equips educators with various tools to help students develop a better understanding of the material. For students to learn in unique ways, incorporating more learning methods increases the likelihood that all of your students will grasp the concepts you teach. Whether students learn best through lectures, reading, examples, or video, technology allows teachers to accommodate every learning style since the students can learn via online videos, audiobooks, interactive online games, and more, all at their own pace. And because online content is easily updated, you and your students can immediately access the most recent information.

The traditional teaching method is for an educator to stand at the front of the classroom and deliver information about a subject. In this classic lecture style, students are passive participants. In other words, they only receive information.

Technology in the classroom helps students engage with the material they're learning. From online educational games to immersive virtual reality, EdTech enables students to become active learners. For example, challenge-based gamification.

Technological resources frequently used in education include:

-Interactive online quizzes, such as Kahoots or Quizlet.

-Virtual games or simulations where students put knowledge into action.

-A smart board or interactive portable whiteboard, where students can diagram a sentence, solve a math equation, and more.

-Access to computers for online research.

-Online video series that dives deeper into subjects.

-Presentation tools, such as Canva or Nearpod.

So, it's possible to state that the ICT and LMS have become an important part in the education, for the necessity of teacher to look for a way to teach during the pandemic and its unexpected outbreak, and the students were able to carry on their studies since the technology allowed both teachers and students to use the different tools and platforms to continue with the academic schedule in a reliable way.

IV.   DESCRIPTION OF ACTIVITIES

MODULE I: ONLINE ENGLISH LANGUAGE TEACHING.

Module I of the specialization took place from April to May 2022. This module was about the fundamental of online education and its application on English language; 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 as TEAMS or Meet for asynchronous activities. This module also provided participants with the experience of creating virtual classrooms in the Learning Management system available on the Internet.

The first week of the module I, it was as usual to welcome the students, with a video, and present the program of Module I and introduce the objectives; also, some information about theories of learning, and he explained the five most important learning theories as Behaviorism learning theory, Cognitive learning theory, Constructivism learning theory, Humanism learning theory, and Connectivism learning theory, and synchronous vs. asynchronous activities was provided by the teacher. The first video class forum was opened by the teacher where the students could ask questions about the topic studied or other doubts about the course.

During the second week of the module I, the teacher shared information about evolution of learning into the e- learning specifically based on the need for innovation in teaching pedagogy over the years of human history. Then the second video class forum was opened where the student asked questions about that content. And the first evaluated activity to write an essay based on theories of learning was provided by the educator where the pupils created

in their own words a comparison among the theories of learning in a single entry, then they had to reply at least to two classmates´ posts.

In the third week of the module I, the teacher presented the students the LMS which are based web systems how the students could profit the LMS to gather their materials and how they could get benefited by using them in an online environment, he also pointed in how the LMS could be used such as to organize the content, to track their progress, and that showed why LMS are cost and time efficient. The third video class forum was opened where the students expressed their doubts and questions.

During the fourth week of the module I, the teacher deepened on the Learning Management Systems, and how they are focused on online learning delivery but support a range of uses acting as a platform for fully online courses, as well as several hybrid forms, such as blended learning and flipped classrooms, besides he presented five LMS among the students could find 1) Edmodo, 2) Moodle, 3) Blackboard, 4) Skillport, and 5) Canvas also the teacher discussed on their features. And the second evaluated activity was sent by the students which consisted in an infographic about four LMS they had studied previously. The four-video class forum was provided by the teacher where the students could share ideas and clarify their doubts.

In the fifth week of the module I, students received some material about creating a Google Classroom, and they visualized some advantages and disadvantages of Google Classroom among the advantages students found: 1) easy to use and accessibility from all devices, 2) effective communication and sharing, 3) speed up the assignment process, 4) effective feedback, 5) No need of paper, 6) Clean and user-friendly interface, 7) great commenting system. In the other hand the students visualized several disadvantages, for instance; 1)

Difficult account management, 2) Limited integration options, 3) too "googlish", 4) No automated updates, 5) Difficult learner sharing, 6) Editing problems were some disadvantages the students found in the use of Google Classroom. The fifth video class forum was opened, and as usual the teacher clarified the students´ questions.

In the sixth week of the module I, the teacher delved into the creation and addition of members in Google Classroom, and they learned how to archive a class in Google Classroom. The sixth video class forum was opened, and the questions were answered by the teacher. Then after all that theory the students had to create their own Google Classroom, that means the third evaluated activity, they chose a macro skill and or a sub skill and uploaded material on Google Classroom for a 45-minute class, also they created an evaluated activity specifically a Quiz Assignment.

 In the seventh week of the module I, the teacher shared information about video conferencing tools among them the students found; 1) TEAMS, 2) Zoom, 3) Gotomeeting, and 4) Google meet, and discussed the different available plans they have and the different features and possibilities they offered the students, the seventh video class forum was available for the students who got some doubts and the questions about this topic was clarified by the teacher.

Finally in the eight week of module I, the students created in pairs a lesson plan, and based on that lesson plan they developed a demo class on Google meet, so it consisted in a fifteen minute presentation,where the pupils exposed their topic with an equal period of time, so this activity took place in the last session of class.

WEEKS	DIGITAL TOOL	ACTIVITY
1-2	Moodle: It is an acronym for Modular Object-Oriented Dynamic Learning Environment It provides a central space on the web where students can access a set of tools, resources and courses anytime anywhere. Moodle is the most popular and trusted learning management system that caters for all types of organizations, no matter how large.	Forum: In this activity the students, individually, created an essay about the theories of learning and replied to two classmates´ posts
3-4	Canvas; LMS is the abbreviation for learning management system. It's a software application that connects instructors and students so that course materials and activities are shared online. Typically, students are able to take quizzes, post to discussions, and submit papers through the LMS. TritonEd and Canvas are examples of learning management systems.	Infographic: After receiving and analyzing some theoretical information about LMS previously studied, every student created their own infographic based on four LMS especially those that they considered the best by using the tools; text and images that Canvas provided in order to brief their concepts and features.
5-6	Google Classroom: Google Classroom is a suite of online tools that allows teachers to set assignments,	Google Classroom activity The students, in pairs, created their own

	have work submitted by students, to mark, and to return graded papers. It was created as a way to eliminate paper in classes and to make digital learning possible. It was initially planned for use with laptops in schools, such as Chromebooks, in order to allow the teacher and students to share information and assignments more efficiently.	google classroom by uploading material for forty-five minutes based on a macro skill or a sub skill and they added an evaluated activity, specifically an evaluated quiz.
7-8	Google Meet: also known as Google Hangouts Meet, is built to let dozens of people join the same virtual meeting, and speak or share video with each other from anywhere with internet access. It's meant for use by businesses and other organizations, and it's a great way for colleagues who don't work in the same building to communicate.	Demo class: the last activity consisted in presenting a fifteen-minute presentation based on the sub or macro skill the students had chosen in the previous activity in Google Classroom, so they presented part of that word in those fifteen minutes presentation and carried out synchronous activities during that presentation.

MODULE II: APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

Module II of the specialization started from June the 4th to the 3rd week of July 2022. Throughout this time period of module 2 other fundamentals related to the use of technological tools for the teaching-learning of a foreign language in a virtual modality were learned. Since the first calculator called the abacus to handheld calculators, from slide projectors and classroom film strips to virtual reality and next generation e-learning, educational technology continues to evolve in exciting new ways inspiring teachers and students alike.

To start with, different activities were executed with the teacher's instructions and individual, and all the students in the class practice was made to soak with the technological tools for the teaching-learning process. In the first week of the module, the teacher presented the fundamentals and the history of technology in education, she presented a timeline since technology in education started, this explanation was introduced during a synchronous class in that way we were able to have a better landscape of the module and what we were about to learn.

Moreover, in the second week, the teacher introduced some useful websites in order to create an interactive infographic, she explained how to create one and also. With that information provided then she shared on campus the guideline that we need to follow in order to create one with a deadline for the following week, we should include some relevant information but without adding a long text, the most important details were asked to include in the infographic

also in that class she presented some presentations about technological tools for educational purposes when teaching a foreign language.

Furthermore, in week 2 and 3 she introduced some application programs that will help us in the future as teachers. Some of those are Edpuzzle, Flipgrid, Flippity, and Liveworksheets among others. She focused on those ones, she taught us how to sign in as a teacher, how we should create an account in each of the previous application tools, moreover, she presented some drills or examples on how we can use those applications in a way we can follow her instructions, she was very specific in the instructions, she took enough time to demonstrate us those applications are quite necessary for today's class because if we use those applications our class will be more meaningful for students learning process.

In addition, week 5 and 6, she introduced more application tools to more advanced levels such as Nearpod, Paddle, Powtoon, and Classroomscreen. She explained to us that week one very useful application tool which is Classroomscreen application this application tool has many good features integrated that can be useful in the classroom. She explained everything about that application and how we can take advantage of each feature the application has.

Finally in the last 2 week which are 7 and 8 a demo class was assigned a rubric to create the class was explained during the class in week 7 in order to deliver the demo class in the last week, number 8. We had to make groups of 5 each of us had to choose a application tool to create an activity during the demo class, we had 5 minutes each to student of the group to make an activity using the application tool during the demo class.

WEEKS	DIGITAL TOOL	ACTIVITY
1 and 2	-Infographic: It is a visual image such as a chart or diagram used to represent information or data.	Infographic: We created an infographic using the platform Canva, its content was about the previous topics studied about the benefits of technology in education, and we tried to add as many examples as possible in a brief manner.
3 and 4	- Edpuzzle: It is a web-based eLearning application allowing users to select a video and customize it by editing, cropping, recording their own audio, and adding quiz questions directly to the video stream.	Edpuzzle: A practice activity was created by using Edpuzzle, in which an account was created, then a video was taken from youtube and uploaded in Edpuzzle, then audio was added giving instructions, and after the content, some questions were embedded to assess the video.
	-Flipgrid: It is a website that allows teachers to create "grids or videos" to facilitate video discussions.	Flipgrid: Some practices videos exercises were done using flipgrid then an evaluated activity was done by using Flipgrid, in which a video summary about the two tools like Edpuzzle, Flipgrid, Flippity, and Liverworksheet explaining how we can use them in the classroom with the students.
	-Flippity: It is an interactive website that allows teachers to create flashcards and quizzes, pre-done templates can be found just to adjust them as we like.	Flippity: The teacher explained to us how we can sign in to the website and create content for students, she took the time to explain each feature so we do not have any doubts.
	-Live worksheets: allows you	Live worksheets: an explanation was made on how

	to transform your traditional printable worksheets (doc, pdf, jpg) into interactive online exercises with self-correction,	we can create a live worksheet from zero, then some exercises were requested by the instructor in order to reinforce what we saw in the class.
5 and 6	-Nearpod: It is a digital tool that lets teachers create slide-based learning resources like quizzes, videos, and collaborative boards that are interactive for students to engage with and learn from. -Padlet: is a tool that teachers can exploit with any level of the learner. As learners add their own posts, what skill they develop depends on what task given is to them. Learners can develop writing skills -Powtoon: It is an online web app for making a short videos but interactive presentations. We can add interactive elements such as animation, live-action videos, images, designed backgrounds, soundtracks, and moving graphics.	-Nearpod: A live tutorial was explained by the teacher in which he showed how to create a collaborative board in Nearpods to encourage students to post their responses. He also showed different templates that can be used as a slideshow that can be edited in Nearpod. -Padlet: In the class, the instructor explained which are the main features of Padlet and she made some examples of how we can use it in the classroom. -Powtoon: the guidelines for doing the evaluated activity was provided in which we had to record a video using Powtoon to teach our students how we can use educational tools such as padlet, liveworksheet, or any other application tool, the focus was on the students how they can use them when doing an exercise during a class.

7 and 8	Demo class.	Demo-class using 5 application tools: In a demo class the topic fanboys was given, using five different application tools that we learned during the module.

MODULE III: DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS

The third and last module took place satisfactorily in a period of two months, starting on 13 August 13, 2022, until October 1, 2022. The content of this module was taught virtually, focusing from the first class on our subject of study: **DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS.** The instructor in the first class provided us with a presentation and guided us in a well-organized way to the description of the module, contents, objectives, methodology, evaluations and class policies of this module. We were taught about using multimedia resources in virtual learning environment as well.

In the second week, the instructor detailed important information about Google Sites. The instructor shared the presentation about using and creating Google Sites, the benefits of creating a web classroom we mentioned as well. The instructor put us in context and exemplified us by showing us the website she had created for an intermediate English group and creating a draft as well. The instructor provided important information about the evaluation 5 integrative assignment.

In week three, the instructor shared information about Audacity with us. That's excellent recording software as it has more than enough functionality for most needs. Its simple interface makes it easy to use and on top of all, it's free. Which makes it one of the best options where we were able to create the audio for our podcast assignment. The teacher provided all relevant information and demonstrations regarding how to use the application. We went through the explanation of what SoundCloud is, functionality and usefulness as well, since that application was later used to host our podcast. Then, at the end of the class,

the teacher gave the guidelines for the first task, which was the creation of our podcast. And finally, she explained the criteria for the Podcast activity, and we were told the space on campus to later share the link there.

Then regarding week four, we were studying the different ways of using videos in our classes, also reviewing the challenges, benefits, objectives, problems and all that stuff. The teacher then introduced us to the topic 12 ways to use videos for the teaching learning process. Then the teacher introduced us to the topic: Techniques of using video in EFL classrooms and with the help of a list of the most important techniques the class was divided into two groups, and we shared different information and points of view with each other.

During week five, we were given an introductory explanation of what instructional videos are and how to make an instructional video. We then move on to review the different uses of the OpenShot video editor app. In addition, the instructor made all the relevant demonstrations to see all the individual features of this application and how to create and edit an instructional video. At the end of the class we were provided with the rubric for the second assignment. "Creating a video" and the deadline for submitting as well.

In the sixth week, we started our class talking about images and using images in the classroom even some tips were given, then the teacher explained how to create and edit an interactive image in Genially. Along with this, we reviewed the variety of options to put interactivity in our educational content. At the end of the class, the teacher gave details about the third activity, the creation of an interactive image.

In the following week, we defined the concept of Slideshow and established with the help of

our instructor the correct use of font size, color palettes and images when creating a presentation.

In our eighth and last week, we presented the individual creation of our website in Google Sites. We, the students of this specialization course in administration of virtual environments, had to show the functionality of our work and the organization that we gave to our web site based on the sections that we considered relevant. In the end, all the members of the group participated, we shared ideas and skills.

WEEKS	DIGITAL TOOLS	ACTIVITY
3	Podcast is a digital multimedia file that offers the opportunity for lecturers to easily broadcast engaging audio content, which students can listen to anytime, on any device and anywhere.	A podcast was done as the first activity of the module, in which at the beginning we were asked to write a script for the audio of our educational podcast. With our recording we went through the Audacity app for audio editing and were also asked to add introductory or background music. The final result was hosted in SoundCloud, then the link was shared on Campus.
5	OpenShot: It is a virtual medium that helps the individuals or students in understanding the concepts better. It demonstrates a process, transfers knowledge, explain a concept, or shows someone how to do something.	An educational video was done as the second activity of the module, in which we were asked to write a script then record and edit our educational video and finally be published on YouTube or simply upload it to Campus to be evaluated.
6	Genially: It is platform which allows the user to upload images and add a variety of 'hotspots' which, when clicked, can provide additional images, text, audio files, or links to other images . The final product is a navigable resource with multiple images and / or videos linked together in a coherent manner . It can be	As a third activity we were asked to select an image or images that best fit our topic to teach then we added elements such as interactive effects, links, video and audio. Then our interactive image was shared via a link generated by Genially app which was shared on Campus to be evaluated.

	shared via link which will provide immediate access.	
7	Slideshow: A presentation of digital images, sometimes with text, viewed in progression on a screen .	A presentation with educational content was designed taking into account the appropriate headings, perfect colors, use of the appropriate font size, and images that are consistent with the content. Finally, the presentation was placed on our websites that we created on Google sites. This presentation was intended to practice what was studied in class and not to be evaluated. Canva among other apps could be used.
7	Google sites: It is a free website builder from Google where we can create websites with collaborators. This has site-builder features that make it easy and intuitive to design our site the way we want.	The creation and implementation of a website was carried out on Google sites, the parts that contained our websites were determined according to the inputs that we could find in Google Classroom. Some sections were mandatory, while others we added as we considered relevant. The website should contain the podcast, video, slideshow, and the interactive image created in module three and include at least 3 tools viewed in module 2. Finally the presentation was made individually to the class in a time of 5-7 minutes.

V.   ACHIEVEMENTS

We managed to start and finish this course full of challenges and successes to develop ourselves on a personal and academic level, and we achieved a huge learning experience.

During this course, students get to know and apply learning theories for teaching English online using emerging technological tools.

The students of the specialization course in administration of virtual environments were able to become familiar with the virtual learning environments that are currently used at this time.

During the course, students learned to create a virtual environment using a Learning Management System available on the Internet.

In this course, students learned to use technological tools to plan and develop synchronous class activities.

The students of this specialization were able to analyze a large part of emerging technological tools and learn about their usages in the teaching-learning process in virtual environments.

The students of this specialization course learned to create digital materials for the teaching-learning of foreign languages.

VI. CONCLUSIONS

After having taken such a valuable specialization course we conclude that technology can certainly contribute to significantly improve the outcomes of the teaching-learning process.

It is concluded that technology improves interactions between teachers and between students in many ways. This is achieved through the exploration of new technologies, applications and educational games, so students are able to work together with the teacher or other classmates to solve problems, sharing ideas and skills to support each other through technological means.

Definitely as instructors must be enthusiastic about the use of technology, make it part of our teaching on a daily basis, and be sensitive to educational training and the integration of technology, since a lack of knowledge and technological inexperience can result in profound learning losses. In other words, we should not be indifferent to new technologies, nor doubt their potential to improve teaching processes.

We can conclude that there are contents with different degrees of complexity to develop different skills in students, so it is our duty as instructors to determine the appropriate virtual tools to address the contents. It is not about knowing how to use applications but making a good choice for different situations and skills so that the results we get are significant.

VII. RECOMMENDATIONS

For the Department and authorities of the school of Humanities:

We as a group have set up some important recommendations for the authorities of The Foreign Language Department. All of these recommendations have been written so that the authorities should take them into consideration for the coming future in order to deliver innovative learning and teaching experience.

1- Supply engaging study plans also updated tools, apps, and materials that can fit students' needs in order to make a meaningful learning-teaching process. For instance, selected material from quality sources. Moreover, provide teachers with the necessary training so that they won't lack knowledge about the new technology that can emerge in order to teach.

2- Acquiring an E-learning platform for professors of the Department of Foreign Languages with courses that will help them to be updated with the latest apps, and platforms that can benefit students' learning.

3- Elicit professors to implement what they have learned about the new technology that emerging with students in every other class so both can benefit from the new knowledge

4. The Foreign Language Department has to keep providing this type of course for future teachers and keep them updated with the latest platforms and educational tools so the new teacher can provide high-quality and engaging education to the students.

VIII. BIBLIOGRAPHY

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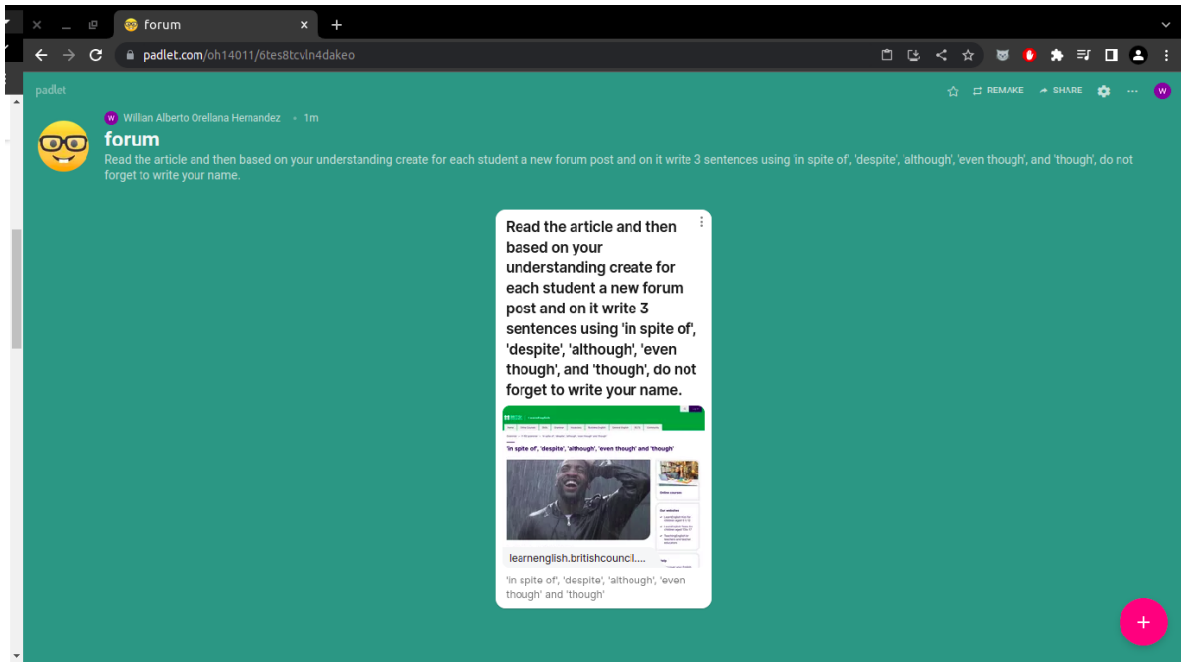
IX. APPENDIXES
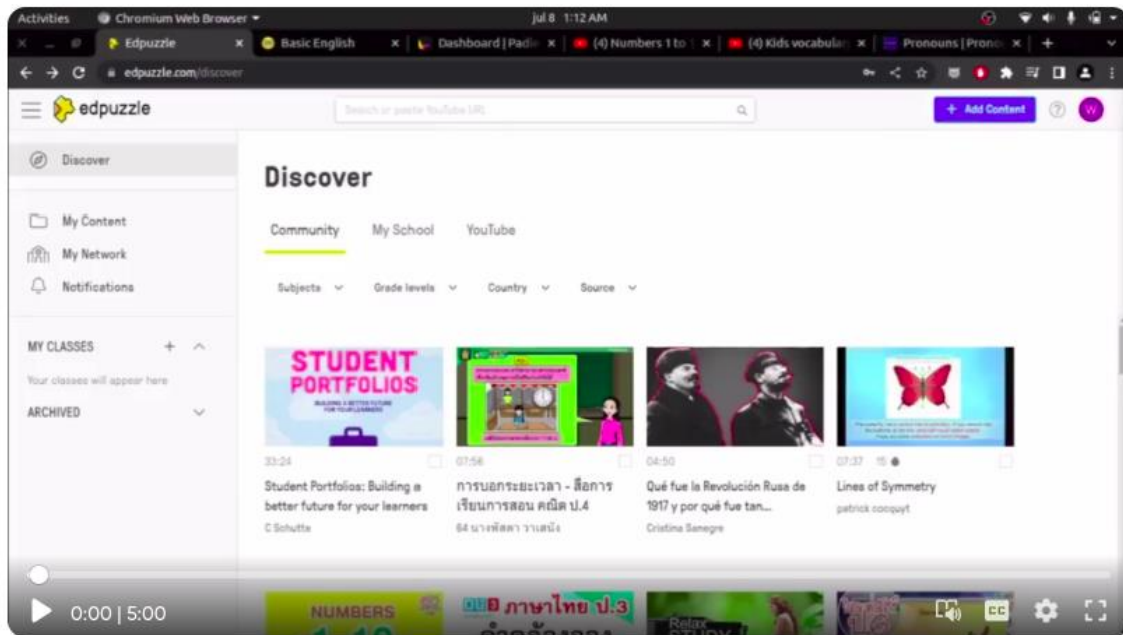

FORUM

Google Classroom evaluated activity
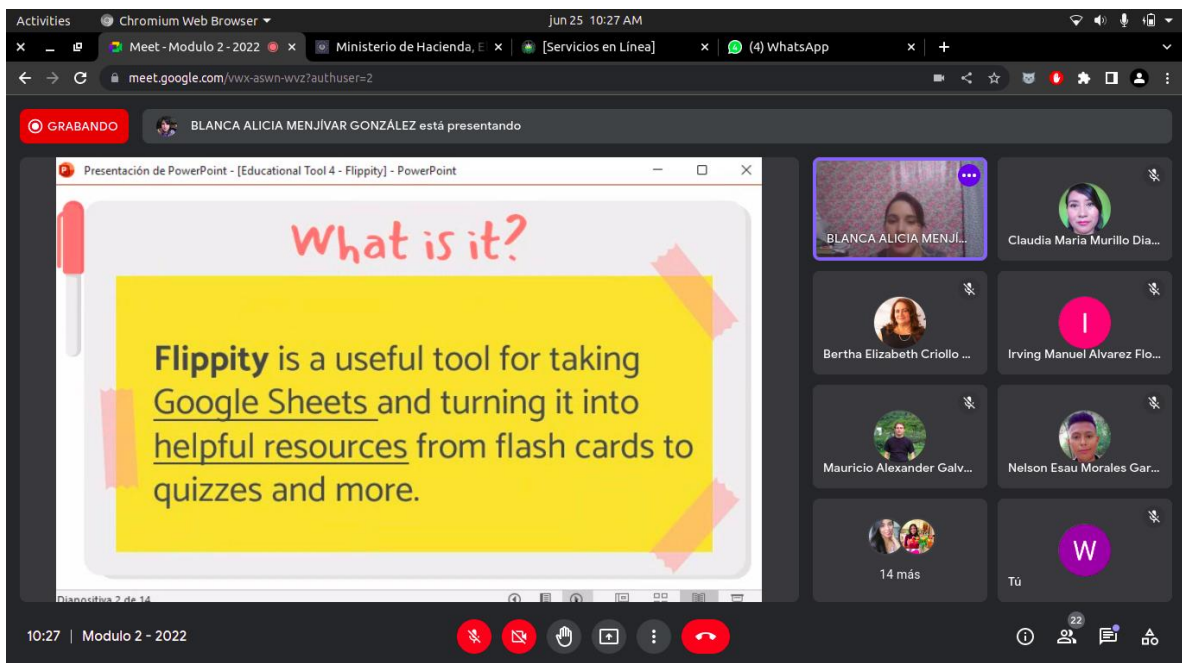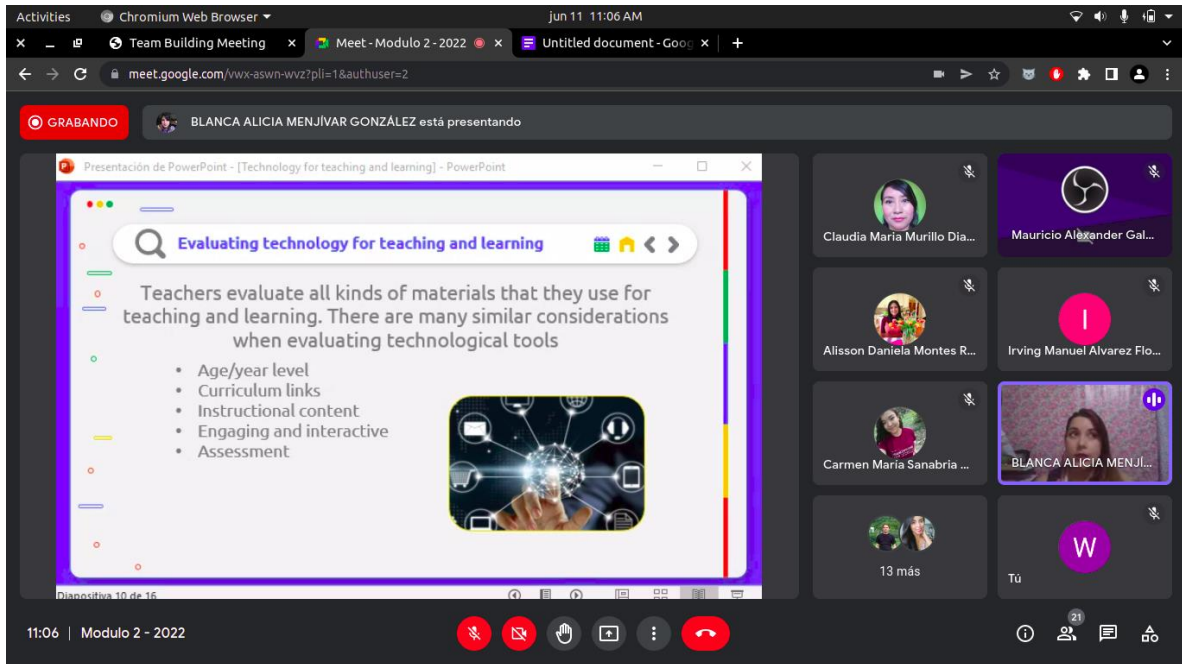
Screenshots about live classes of module II.

An educational tool called Padlet.

Specialization - Module 2 / Evaluation 2 / Willian Alberto O

Video about an educational tool.

TECHNOLOGY IN EDUCATION

Teachers want to improve student performance, and technology can help them accomplish this aim. In this new age of information at your fingertip technology play a major role in education.

THERE ARE MANY LEARNING STYLES

PERSONALIZED LEARNING

Some students learn better by reading, others learn better by listening, or others are visual learners, so in those cases, technology helps them to learn in their own style and is more meaningful the learning process

CURIOSITY ENGAGING

Curiosity helps students get a better understanding of math and reading concepts. Creating engaging content can involve videos or podcasts.

TEACHER PRODUCTIVITY

Teachers can leverage technology to achieve new levels of productivity, implement useful digital tools to expand learning opportunities for students, and increase student support and engagement.

INCREASED COLLABORATION

Educational technology can foster collaboration. Not only can teachers engage with students during lessons, but students can also communicate with each other.

Infographic about the benefits of technology in education.

Universidad de El Salvador

Campus Virtual

Área personal – Mis cursos – Modalidad Presencial – Facultad de Ciencias y Humani... – Pregrado – Departamento de Idiomas – Curso de Especialización en Ens... – Módulo III – Module 3 – G02 – General

Design of Didactic Materials for Virtual Environments G02

General Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Evaluations Reporte Final
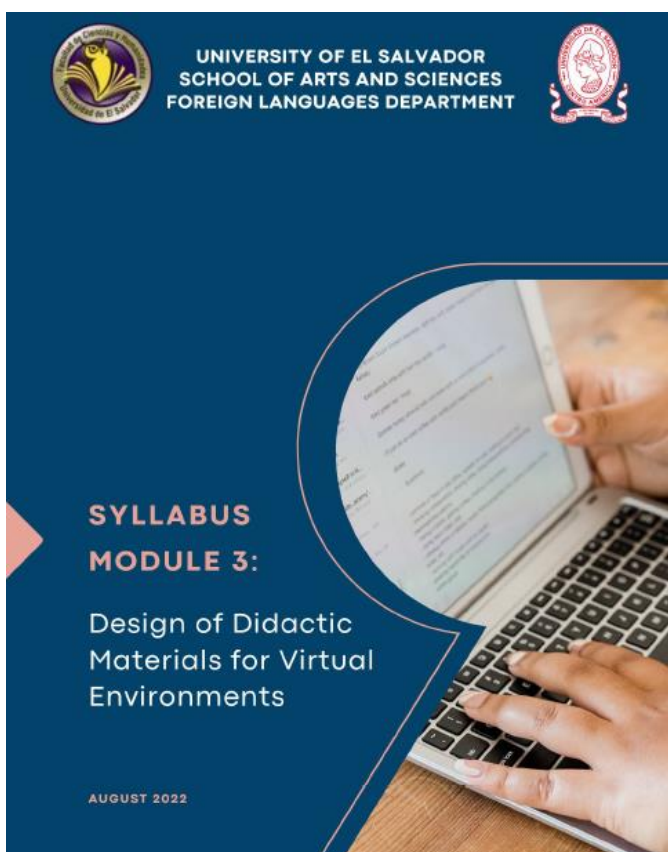
welcome!

Welcome to the third and final module of the Specialization course.

This is the platform we are going to use, to share material, information and activities during the next 8 weeks. (August 13th to October 1st)
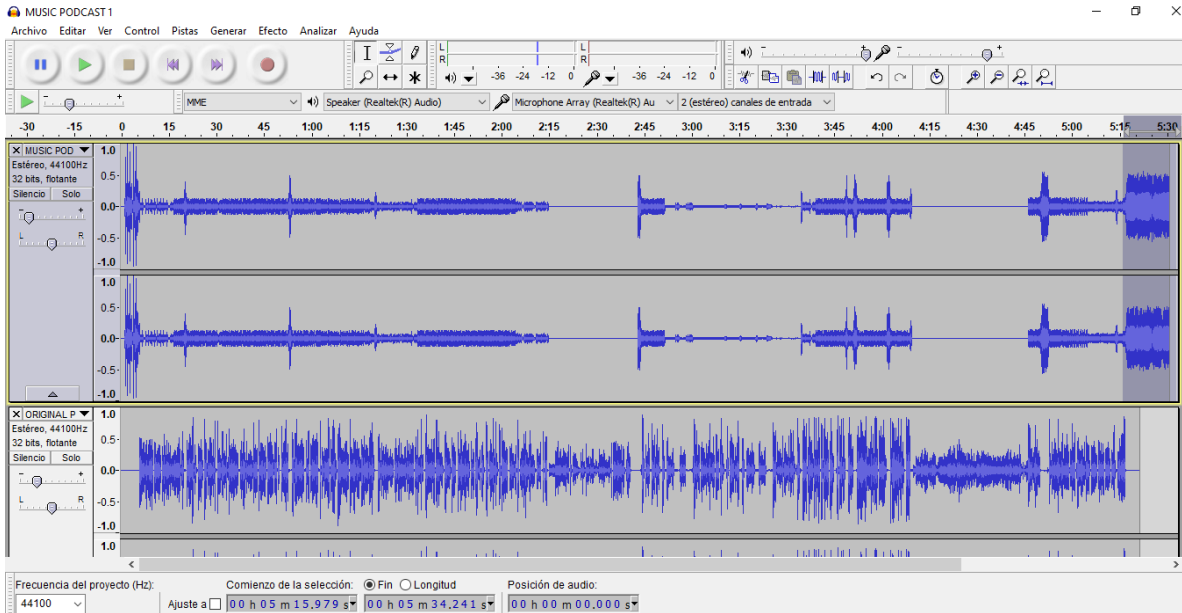
Also, the synchronous sessions will take place through Google meet, here you have the link:

Campus UES was adopted as the main internet site to organize our academic activities for module III.

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

SYLLABUS
MODULE 3:

Design of Didactic
Materials for Virtual
Environments

AUGUST 2022

The Course Syllabus for Module III was given.

Audacity interface: simple, compact and easy to use.
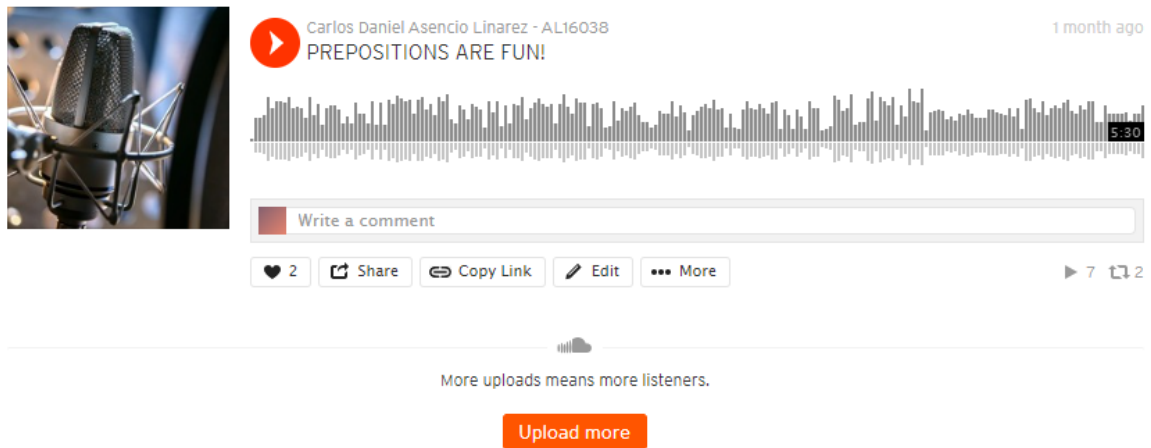
Creation of a Podcast for educational purposes.

Creation of an instructional video to make it easy to clarify a concept.

Creation of a website with an attractive design so that students can find their content in a well-organized way.