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

Universidad de El Salvador
Hacia la libertad por la cultura

TOPIC:

THE USE OF TECHNOLOGICAL TOOLS AND VIRTUAL PLATFORMS TO DEVELOP AND IMPROVE THE TEACHING PROCESS OF A FOREIGN LANGUAGE.

PRESENTED BY: CARNÉ:

GABRIELA ELIZABETH PINEDA MURCIA   (PM 15017)

JEAKELIN CECIBEL LÓPEZ PÉREZ   (LP 15007)

INFORME FINAL DEL CURSO DE ESPECIALIZACION ADMINISTRACION DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANJEROS.

IN ORDER TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING.

LICENCIADA SEY DANISIA NAJARRO
SPECIALIZATION PROFESSOR

LICENCIADO MIGUEL ÁNGEL CARRANZA CAMPOS
GENERAL COORDINATOR OF THE GRADUATION PROCESS

CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL SALVADOR, CENTROAMÉRICA, SEPTIEMBRE DEL 2022.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR

MAESTRO ROGER ARMANDO ARIAS ALVARADO

ACADEMIC VICE-RECTOR

DOCTOR RAÚL ERNESTO AZCÚNAGA LÓPEZ

ADMINISTRATIVE VICE-RECTOR

INGENIERO JUAN ROSA QUINTANILLA QUINTANILLA

GENERAL SECRETARY

INGENIERO FRANCISCO ANTONIO ALARCÓN SANDOVAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN

MAESTRO OSCAR WUILMAN HERRERA RAMOS

VICE-DEAN

MAESTRA SANDRA LORENA BENAVIDES DE SERRANO

SECRETARY

MAESTRO JUAN CARLOS CRUZ CUBIAS

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

MAESTRA ANA GRACE GÓMEZ ALEGRÍA

GENERAL COORDINATOR OF THE GRADUATION PROCESS

MAESTRO MIGUEL ÁNGEL CARRANZA CAMPOS

SPECIALIZATION PROFESSOR
LICENCIADA SEY DANISIA NAJARRO

TABLE OF CONTENTS

Table of content

ABSTRACT

The use of digital technology with it continues developments has changed learning strategies and teaching methodologies due to the rigorous change of modality in the educational system in and out of the class because of covid-19 pandemic. For this, it is crucial that teachers consider in their methodology the implementation of virtual tools and its most outstanding characteristics to make the teaching-learning process more effective for their students. This study seeks to provide an insight about new technological resources by the professors in English foreign language instruction. It discusses the evaluation of how a strong educational management in the online teaching methods can improve the learning process of students from the University of El Salvador. To test the importance of a good online teaching training to ease the learning process of the foreign languages, diverse e-learning platforms were studied to know the different ways to carry out the teaching process. Furthermore, the results revealed that even if there are many virtual platforms to develop a class, professors must know how to make well use of different LMS platforms to fulfill the needs from the students. The report indicates that the effective use of educational technology tools improves the learning foreign language performance. Mastery of online teaching should be essential for smooth teaching-learning experience through virtual learning.

*Keywords***:** Online education; Virtual Environment; LMS platforms; E-learning; Learning theory; Technological tools.

I. INTRODUCTION

Technology is regarded as a supplementary instrument to traditional teaching methods that can impact student´s motivation to learn in a positive way. Being a good educator and an expert in their field, teachers are expected to be modern, which means, to possess the ability to design interactive classes often by using digital tools and use teaching methods that engage students in a creative way.

The aim of this report is to present theoretical basis, concepts, contents, activities, and achievements developed in the course entitled "Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Languages". The course was developed in three modules for a total of 180 hours in a period of 6 months. The modules are called:1) Online English Language Teaching, 2) Educational Applications for Learning a Foreign Language and 3) The Design of Didactic Material for Virtual Environment. Also, the report details effective use of the virtual teaching and its application in teaching English language, Learning Management Systems (SAA-LMS in English), synchronous and Asynchronous sessions, educational platforms and their use, work sessions in Teams, Meet and Google Classroom, and presentation of technological tools for educational purposes.

One of the objectives of this investigation is to describe the virtual tools and its application in the teaching process of a foreign language. Because it is something that draws attention, it is necessary to show the obtained results of the students 'performance at the end of the course. That is why the activities of each module are presented   in a detailed way.

II. OBJECTIVES

GENERAL OBJECTIVE:

To describe the virtual tools and its application in the teaching process of a foreign language.

SPECIFIC OBJECTIVES:

1. To highlight the main learning theories and principles associated with technological tools in virtual teaching environments.

2. To analyze the features of educational platforms and virtual tools for teaching-learning a foreign language.

3. To describe the technological tools and multimedia resources for the design of didactic materials in a virtual learning environment for the teaching-learning of foreign languages.

III. THEORETICAL FRAMEWORK

As it is widely known, with the arrival of new technologies, teaching field of English as a foreign language has generated very important changes concerning the traditional way of teaching where students can put into practice their English skills. The challenges that teachers face in the digital age are manyfold. First, teachers need to have a general knowledge of how information technology can be used for language learning inside and outside the classroom, be clear about its advantages and disadvantages and how it can be combined with traditional teaching methods. Apart from situations that make face to-face teaching impossible (like the Covid outbreak that has transferred teaching to online classrooms) it is important to say that online classes came to give students not only security against the spread of the coronavirus but also a new form of learning. Technology continues to grow in importance as a tool to help teachers facilitate language learning process for their learners.

LEARNING THEORIES

Despite the diversified theoretical constructs that have emerged to explain learning, most scholars agree on three overarching theories of knowledge: behaviorism, cognitivism and constructivism.

Behaviorism

It is the learning theory that sets in how a student behaves is based on their interaction with their environment. It suggests that behaviors are influenced and learned from external forces rather than internal forces. Phycologists have been developing the idea of behaviorism since the 19th century. Behavioral learning theory is the basis for psychology that can be observed and quantified. Positive reinforcement is a popular element in behaviorism-classical conditioning observed in Pavlov's dog experiments suggests that behaviors are directly motivated by the reward that can be obtained. Teachers in classroom can utilize positive reinforcement to help students better learn concept. Students who receive positive reinforcement are more likely to retain information moving forward, a direct result of the behaviorism theory.

Cognitivism

is based on the way people think. Mental processes are an important part in understanding how we learn. The cognitive theory understands that learners can be influenced by both internal and external elements. Plato and Descartes are two of the first philosophers that focused on cognition and how we as human beings think. At the most basic level, the cognitive theory suggests that internal thoughts and external forces are both an important part of the cognitive process. And as students understand how their thinking impacts their learning and behavior, they can have more control over it.

Cognitive learning theory impacts students because their understanding of their thought process can help them learn. Teachers can give students opportunities to ask questions, to fail, and think out loud. These strategies can help students understand how their thoughts process works and utilizes this knowledge to construct better learning opportunities.

Constructivism

Constructivism is a learning theory that explains the nature of human knowledge. This theory argues that people construct their own knowledge through experiencing things and reflecting on those experiences. Hence, learner has essentially an active role in mediating and controlling learning. Piaget and Vygotsky, who are precursors of the Constructivism, believed that culture is the principal determinant of cognitive progress. Students learn interacting with other one by which the teacher only take a roll of guide during the class and each topic what avoid to students practice between peer, creating into of classroom a comfortable environment during this process students develop principally two abilities, speaking and listening skills. According to Vygotsky (1962) examined how our social environments influence the learning process. He suggested that learning takes place through the interactions that students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. (P.01) Vygotsky emphasized the social interaction as an essential factor in children cognition and language development. In addition, scaffolding which is a process of guiding the learner, allows students to perform tasks that would be beyond their abilities without the tutor help and guidance. (Wood, Bruner and Ross, quoted by Read, 2016). In this way, the teacher's role in the learning process is

clarified. Also, the learner's previous knowledge, needs, and ideas are considered through the teaching and learning process.

CONNECTIVISM AND THE ONLINE ENVIRONMENT

The same learning theories that are relevant within the traditional classroom such as Behaviorism, Cognitivism, and Constructivism, are also applicable to the online education, and the newer theory of Connectivism is well-aligned to the online environment.

Connectivism

It is a learning theory developed by George Siemens. It discusses a learning model that acknowledges major shifts in the way knowledge and information flows, grows, and changes because of vast data. It´s key point is that learning is no longer individualistic but relies more on learning through participation within communities of practice. In addition, Connectivism is based on eight core principles:

 1. Learning and knowledge rests in diversity of opinions.

 2. Learning is a process of connecting specialized nodes or information sources.

 3. Learning may reside in non-human appliances.

 4. Capacity to know more is more critical than what is currently known.

5. Nurturing and maintaining connections is needed to facilitate continual learning.

6. Ability to see connections between fields, ideas, and concepts is a core skill.

7. Currency (accurate, up-to-date knowledge) is the intent of all Connectivism learning activities.

8. Decision-making is itself a learning process (Siemens, 2005).

Key elements for online learning environments

Developed by Terry Anderson is based on the educational merits of learning theories and how effective online environments should consist of four components: Learner-centered, Knowledge centered, Assessment-centered and Community centered.

Learner-centered

1. The teacher must be aware of student´s understanding including prior knowledge, misconceptions.

2. The learning environment must be cognizant of different cultural aspects including language.

3. Some argue that online learning can limit an educator understanding of their students' cultural perspectives and restrict communication. Others have argued that online learning, with its asynchronous and synchronous communication can lead to ¨enhanced or hyper communication. ¨

Knowledge-centered

1.The internet provides learners with an enormous source of knowledge resources. As a result, the online educator must be cognizant of this and help direct their develop student´s knowledge discovery skills.

2. Learning theories such as connectivism are about making connections which the internet excels at.

Assessment-centered

1.For learning environments to be effective, they must be assessment centered.

2. Online learning can provide many forms of assessment by both the instructor and peers. In addition, well-designed online learning environments should encourage self-assessment.

3. Online assessment can come in the form of:

- Computer-graded quizzes, simulation exercises and virtual labs, collaborative learning environments where students can assess their own growth and learning through virtual groups.

- Automated tutors.

- Student manages who help with the facilitation and help observe student´s contributions and work.

Community-centered

1. A well designed online learning community will provide for a social environment. Based on Vygotsky's ¨social cognition¨, a community-centered online learning environment will provide space for students to work collaboratively in creating new knowledge.

2. Members of this communities feel a strong mutual sense of belonging to the community and thus, share a commitment to contributing and participating to the community of learning.

APPLICATION OF LEARNING MANAGEMENT SYSTEM (LMS) FOR E-LEARNING MANAGEMENT

E-Learning

E- learning is both cause and result of significant changes in the definition of education concept, as well as changes in the understanding of how it should be organized and managed. An e-leaning system consists of all components and processes that operate

when distance learning and teaching occurs. It includes learning, teaching, communication, creation and management. Meanwhile, the growing the growing demand for information technology (IT), which can help the management and organization of e-learning, led to the development of Learning Management Systems (LMS).

Learning Management System (LMS)

A learning management system (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. It is used for e-learning practices and, in its most common form. It consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators (Brush, K. 2019). The main purpose of an LMS is the construction of learning through interaction.

LMS Type:

⇨ **Moodle**

Moodle is an acronym for "Modular Object-Oriented Dynamic Learning Environment." It is an online educational platform that provides custom learning environments for students. Teachers and class administrators can create and manage virtual classrooms, in which students can access videos, documents, and tests. Students can use Moodle to review the class calendar, submit assignments, take quizzes, and interact with their classmates.

⇨**Edmodo**

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo.

⇨**Classdojo**
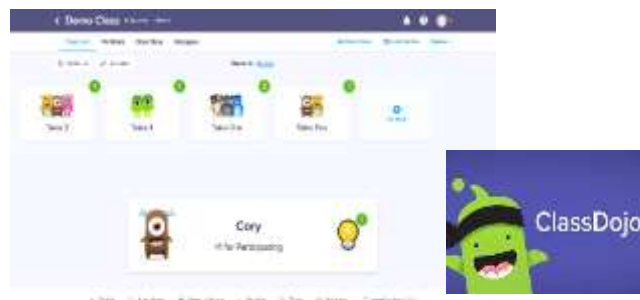
It is an educational technology company. It connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages. Classdojo also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.

⇨ Schoology
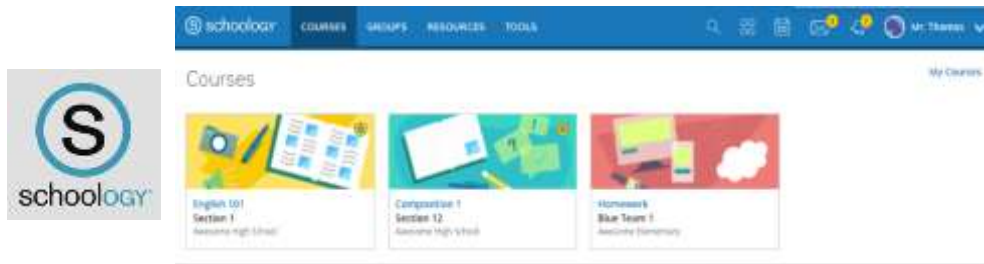
Schoology is an online learning management system (LMS) that allows educators to organize curriculum, create lesson plans, and provide student assessment. The LMS platform allows for peer collaboration and engagement through public or private discussion forums and cross-application.

⇨ Google classroom

Google classroom is another educational app that nowadays is so useful to teach, also it is important to mention that this app is free, and the use is like Moodle and Edmodo, because always try to connect the learners with educators to access the information related with the learning process.

EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE

This module is about the theoretical fundaments about the using of technological tools to communicate in a virtual environment using them. Technological tools as: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, padlet, kahoot, classroomscreen, powtoon.

◇ **Edpuzzle:** is an online tool that allows teachers to pull in personal and web-based videos, like YouTube, to be cropped and used with other content. This can mean adding in voice overs, audio commentaries, extra resources, or even embedded assessment questions, is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. Unlike a traditional video editor, this is more about getting clips into a format that allows teachers to engage directly with students on a subject. It also has the capacity to offer assessments based on the content and offers lots of controls that allow for the use of video even in more strict school scenarios. All with a free tool developed by a group of programmers from Barcelona and that can be of great help in the educational world.

◇ **Flipgrid:** 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. Flipgrid is designed to help with group discussions but in a way that doesn't leave any student on the spot. As such, it's a great tool for those less socially able students to express their thoughts and feelings with the class. The ability to re-record responses helps take off the pressure, making this a very enabling tool for education. This powerful discussion tool does have the might of Microsoft behind it but, despite that professional backing, is a very simple to use and fun tool. That makes it ideal for students and teachers

alike. From use in the classroom, to hybrid learning, to at-home work, Flipgrid can be used without boundaries to enhance communications for students and teachers.

◇ **Flippity:** is a free resource for teachers that allows for the creation of quizzes, flash cards, presentations, memory games, word searches, and more. While it can be used by a teacher as a presentation tool and work assignment, it's also a great way to get students to create their own projects. Flippity works at its most basic, by using a selection of Google Sheets that allow teachers and students to create activities. Since these templates are ready to use, all one requires is personalization to the task and it's ready to go. Since it works with Google Sheets, it's easy to integrate and works for both in-class and remote learning. Having that Google Sheets support also means this is a highly interactive platform that allows for deep student engagement on the individual, group, or class level. Thanks to Google integration, this is a great tool for schools that use G Suite for Education. It's not only easy to use when it comes to creation but also makes for easy sharing thanks to compatibility across many devices.

◇ **Liveworksheets:** It is a free tool that allows teachers to create interactive worksheets for their students. Teachers upload traditional print worksheets in PDF or as Word documents and can then transform these into interactive exercises using different formats such as multiple-choice, drag and drop or join the arrows, which can include audios or videos if necessary. It is also possible to create speaking exercises where students must record themselves using the tool's microphone. A variety of worksheets already created by other users can also be accessed.

◇ **Nearpod:** 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. Nearpod

can also use gamification of information to make learning more engaging and fun. It is also built to work well with lots of pre-existing tools, such as Google Slides, Microsoft PowerPoint, and YouTube. Teachers can easily import media to make a lesson quickly and simply using already existing resources. Teachers can create lots of different interactive learning resources that allow students to engage and learn via their device or a single screen in the room. It's also possible to add in question points along the way and have the students take part as you go. It is also useful as a formative assessment tool and can output student efforts in easy-to-analyze graphs and charts for a clear snapshot of progress.

◇ **Padlet**: is a platform in which you can create a single or multiple wall that are able to house all the posts you want to share. From videos and images to documents and audio, it is literally a blank slate. It's collaborative, too, allowing you to involve students, other teachers, and even parents and guardians. Who you share that with is up to you as a moderator. It can be public, open to all, or you can place a password on the wall. You can only allow invited members to use the wall, which is the ideal setup for education. Padlet takes the idea of the notice board and makes it digital, so it's enhanced. This creates a space for teachers and students in education to share but in a way that's better than the real-world version. The space can be accessed by nearly any device and is available for both teachers and students to post on.

◇ **Kahoot:** is a cloud-based quiz platform that is ideal for students and teachers. Since the game-based platform allows you to create new quizzes from scratch, it's possible to be creative and offer bespoke learning options for students. It offers more than 40 million games already created that anyone could access, making it quick and easy to get started.

Ideal for hybrid or distance learning when time and resources are at a premium. As one of the biggest names in quiz-based learning, it's impressive that Kahoot! Still offers a free-to-use platform, which makes it highly accessible for teachers and students alike. It's also a helpful tool for a hybrid class that uses both digital and classroom-based learning. Since the content is categorized, it makes targeting teaching age or ability-specific content easier for teachers -- helping to reach students at many levels. The cloud-based service will work on most devices via a web browser. That means this is accessible for students in class or at home using laptops, tablets and smartphones.

◇ **Classroom screen:** It is a cloud-based digital classroom screen for teachers. The screen provides teachers a tool to connect with students more effectively by using the screen to display assignment instructions, notes, knowledge games, and group instructions. The platform offers a variety of different widgets such as background options, group creation, sound, media, drawing tools, stopwatch, and many more.

◇ **PowToon** is a presentation tool designed for both business and school use, based on the idea to take otherwise standard presentation slides, and make it more fun and exciting using video animations. This is a great tool for teachers hoping to engage the class more digitally. But it's also a powerful way for students to express themselves in a more creative way. PowToon comes with a wide selection of templates to get you started; however, it is also full of images and videos that can be used to personalize the result. The idea being it can be used by teachers and students alike without taking too much time and without a big learning curve. This can be used in the classroom as well as for remote learning or even as a resource to be shared for viewing outside the class.

DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS

This module will describe the use of web tools to design didactic material such as podcast, online presentations, interactive images, videos among others to present content in a virtual learning environment.

➡**Podcast:**

Recent studies have shown that listeners are significantly more attentive when content is presented to them through an audio format. According to a report from Publicis Media, information that is delivered by a human voice was found to be "more engaging, fun, helpful, useful, informative and less boring," and that "voice offers a real-time connection that heightens relevance and memory with a hands-free experience." Educational podcasts, then, have an enhanced ability to facilitate learner retention. Some educational podcasts take an instructional approach by intending to equip their listeners with specific skills that can be applied under certain circumstances. Others entice a following based on their hosts being charismatic personalities whose voices are fun and engaging to listen to, and who possess that talented quality to turn even the most mundane of topics into something captivating and impossible to press the pause button on.

Some of the advantages of using podcasts are:

-Enable students to access the information any time they want.

- Staff can record their classes and upload it online, creating an archive of lessons. This allows students to access previous lectures for reference and clarification on a subject or to stimulate learning of the same

-With podcasting, learning is no longer a sedentary activity. As every lesson can be downloaded on their iPod or MP3 player, students can attend to it even when they are away from their study table.

- A major advantage of podcasting is that student who have subscribed will be sent information constantly, unlike a virtual learning environment in which students must be motivated to visit the site.

MODULE I

"Online English Language Teaching"

This module discusses the fundamentals of online education and its application in English Language Teaching. In addition, participants learned about online teaching approaches, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and platforms such as TEAMS or Meet were used for synchronous activities. Also, the teacher provided participants with the experience of creating a virtual classroom in Learning Management Systems available on the internet.

In this module students developed the following activities:

ACTIVIY N° 1

✓ **Discussing in an academic forum.**

This activity was performed for the students to be focused on the use an asynchronous learning method where students can access their studies on their own schedules. Students can dedicate more time to challenging content and breeze through lighter content. Since teachers cannot evaluate a student's readiness in person, online participation plays a large role in asynchronous classrooms.

This was done in accordance with the content that the teacher in charge of the module taught in class. This activity was carried out with the purpose of applying learning theories

for teaching English online. Learning Theories consist of statements about where knowledge originates and about how people learn.

ACTIVIY N° 2

✓ Making an infographic.

This activity was designed to elaborate an infographic to identify the features of Learning Management Systems (LMS). A Learning Management Systems (LMS) is a software that is designed to create, distribute, and manage the delivery of educational content.

Infographics use striking, engaging visuals to communicate information quickly and clearly. They are a valuable tool for visual communication. The most visually unique, creative infographics are often the most effective because they grab student´s attention and do not let go. However, it is crucial to remember that the visuals in an infographic must do more than excite and engage. They must help to understand and remember the content of them.

ACTIVIY N° 3

✓ Creating a virtual Google classroom.
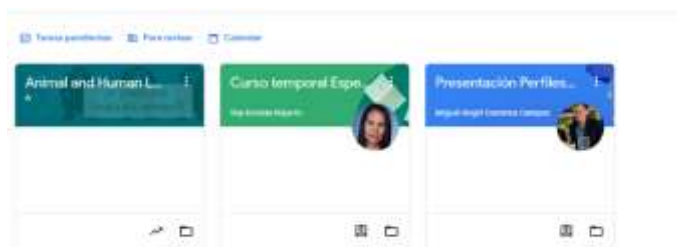
A Google Classroom can make teaching and learning easier for students and teachers. it is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created to get

eliminate paper in classes and to make digital learning possible. This activity was done with the purpose of designing and creating an English course in Google Classroom with its basic features.

ACTIVIY N° 4

✓ Making a demonstrative class on meet.

This assignment was created with the purpose of preparing and managing a microteaching lesson through Google Meet.

Organization means determining what should be done, how should be done, and who should do it.

Managing implies leading and motivating members of the organization (look ways to engage students)

Control involves monitoring performance to ensure that goals are achieved

All those functions are going to be developed in the demonstrative class from teachers to students to facilitate the learning process for participants to be the focus on pedagogical principles.

MODULO II

The second module was entitled: **"Educational Applications for Learning a Foreign Language".** This module was about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that were used to teach online were Ed puzzle, Flipgrid, Flappity, Live worksheets, Nearpod, Padlet, Kahoot, Classroom screen, PowToon.

In this module, students conducted the following activities:

ACTIVIY N° 1

✓ Making an infographic.

In this activity, students could be able to use different tools like; Genially or Canvas to create the infographic, which is related to the topic of Technological tools for online classes. Technological tools are tools teachers use to teach a class such as Padlet, PowToon, Flipgrid, Live worksheets, Kahoot, etc.

ACTIVIY N° 2

✓ Making videos on Flipgrid.

The creation of videos is a way to use creativity to teach a topic that has some benefits like staying connected with students, encouraging collaboration, hosting virtual field trips, share documents while they are doing it. This activity was created with the purpose of explaining how to use Live worksheets.

Activity N°3

✓**Making videos on Powtoon.**

This activity was focused on describing the advantages and disadvantages of the use of technological tools when teaching English in a creative way. Using this tool, teachers persuaded students with visual, audio, and dynamic movement. Furthermore, it helps them to improve some weak areas and at the same time, teachers share topics in a different way as innovative teaching and learning method.

Activity N°4

✓ **Making a demo class sing technological tools.**

The creation of a demo class has never been so easy before this specialization, the teaching of different tools and sources help us to develop a complete and amazing demo class in which all of us were able to make use of what we have been learned during the course. In fact, the team research created this activity to put into practice the knowledge that learners already acquired, simulating that teachers were teaching their students and facilitating the acquisitions of concepts, abilities, and skills, as well as the information of attitudes and values shared with them through the whole course.

MODULE III

This module is titled "**Design of didactic Materials for Virtual Environments**". This one presents the activities developed by students. To carry out the development of the activities, students made use at least four Web tools such as: podcasts, online presentations, interactive images, videos, among others. As matter of fact, at the end of this module III, students completed an elemental and integrative task to apply the knowledge and the competences acquired during the development of the three modules of the course.

The activities developed in this module was the following:

ACTIVIY N° 1

✓ Elaboration of a podcast

The creation of this activity was developed using different apps like Audacity and Soundcloud since the podcast required image, music, audio, etc. The main objective of creating a podcast is to facilitate the understanding of a topic for students. Also, the usage of a podcast in education in have increased to a higher level because students are growing and using them since childhood. With podcasts, the user can choose the content and form that fits the lesson, and the possibilities are endless: fictional stories, educational and inspirational TED talks, current events/world news, history, sports, pop culture/entertainment, and investigative journalism. Podcasts expose students to a wide variety of methods of communication, including narration, casual dialogue, scripted dialogue, and interviews. The main purpose of the Podcast activity in the module was to introduce a topic and giving a little explanation about the class to share it in the final integrative task with the other activities.

ACTIVIY N° 2

✓ Creation of an interactive image in Genially
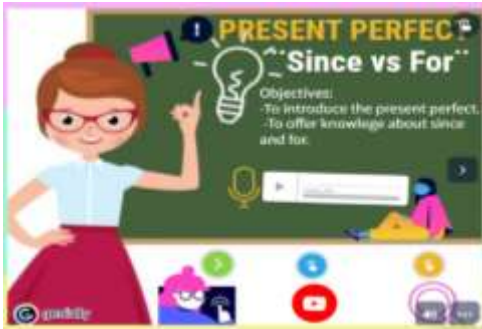
Genially is perfect for online learning and as a teaching technique. It is a great interactive visual communication. Teachers and students can use Genially as an online tool to create stunning presentations, interactive images, infographics, dossiers, quizzes, resumes, video presentations, etc. Also, enrich them with interactivity and animation effects in seconds.

In this module, this activity was created with the purpose to be used in the online classroom to know how to present content or illustrate an educational concept. The research team made use of different features to create and achieve the main purpose as teachers which is to enable and store huge volumes of information in learner´s memories.

ACTIVIY N° 3

✓ Elaboration of a presentation in Google

This activity was created with the purpose of demonstrating good usage of different tools and appropriate content for presentation.

Google slides is a free presentation web application. It includes nearly all the capabilities of a traditional presentation program, such as Microsoft PowerPoint. Google Slides offers the benefit of cloud storage, which means that users' documents are saved automatically. Similarly, users can create complete content, add images, videos, adding links for direct practice, etc. Students made use of

google slides app to create a google presentation with educational content to be presented in the final integrative task.

ACTIVIY N° 4

✓ **Open Shop video production**

This activity was developed with the objective of creating a farewell video to saying goodbye to students in a creative way. Open shot video is a piece of practical and easy-to-use video editing software. It is an amazing app that teachers and students can use for educational purposes and have fun at the same time.

With this activity, students learned how to create and edit a video using different tools as images, sounds, audios and electronic effects. Furthermore, with this production of the open shop video, teacher give to their students more material to better understand the class using tools to increase their retention of knowledge. As matter of fact, the usage of Open Shop video helps students to increase proficiency in digital literacy and communication.

Activity N° 5

✓ Integrative assignment (Google site linked to Google classroom and live defense)

This final task is the complementation of all activities described previously. The integrative assignment was completed through the whole group's activities. It was focused to show everything that students learned to teach their participants. Students working as teachers in the process of this module created the website to give learners the opportunity to use it and facilitate their learning process. The creation of the website was an extensive work since it had to have the different activities created by each member of the group. Also, the website had to be linked with google classroom in which students need to complete some other activities as discussion forum, quizzes, readings, Homework assignments, etc. In addition, research designed this website to give instruction and let students click on images or links to go directly to the practice of assessment. All activities presented in the web site were designed in a creative way to make it attractive for students. Similarly, it was required the use of different tools that research team learned during the course specialization like Flipgrid, live worksheet, PowToon, google meet, Ed puzzle, Canvas, pad let, etc. As a result, they facilitated the job and makes students get better understanding of topics, so the research team did this activity interactive, friendly, and innovative just to catch the attention of the learners and teach them in a proficient way. Finally, the research team makes a live presentation in order to present their web site and all the content in it.

V. Achievements

❯ MODULE I

With the development of this module focused on Online English language teaching, students got a large amount of knowledge about the fundamentals of online education and its application on the English Language Teaching, specifically, the virtual or online teaching approach. Similarly, students learned to use LMS (learning management system) to set up a virtual classroom and develop asynchronous activities, for instance Moodle using platforms like TEEMS or MEET for synchronous activities. On the other hand, within the virtual classroom, students added educational resources developed through different LMS such as canvas, a graphic design tool that offers online templates to create brochures, infographics, social network images, among others.

Moreover, this module let students acquire knowledge of different resources that contain google meet since with this LMS, the specialization classes were taken from it. In every class, students were asked to participate in the different activities using, microphone, sharing screen, writing messages, and sharing links individually and as a group with the class. Undoubtedly, Students learned to identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.

❯ MODULE II

The module II called Educational Applications for Learning a Foreign language has the main purpose for students to get familiar with theoretical information about different technological tools for teaching- learning a language and their functions. Consequently, students were able to create didactics materials integrating all the tools learned during

the class, between these tools are Canva, Ed puzzle, Flipgrid, Flappity, live worksheet, Nearpod, pad let, kahoot, classroom screen, and PowToon.

Additionally, this module allowed students to gain deep theoretical knowledge and learn the usage of the eight technological tools mentioned above in the teaching learning process in virtual environments. Also, in this module students could be able to develop specific activities based on instructional practices, these were discussed among the module partners to give and receive feedback and thus be able to improve permanently during the process. As a matter of fact, the students achieved the academic activities of this module in an online and cooperative learning.

◆ MODULE III

In the case of module III, students learned to use technological tools for the design of didactic material for virtual environment. In this subject, participants learned to use four Web tools for educational purposes and were able to elaborate materials such as: podcasts, online presentations, interactive images, videos, among others. As a fundamental part of the culmination of this specialization, students completed in a successful way an integrative task by applying the competences acquired during the three modules.

To sum up, the development of the online specialization course was successfully completed. Students could obtain great achievements in their professional career, and this let them improve and enjoy their teaching process in different educational environments. Moreover, students gained a large amount of knowledge related to online platforms and different technological tools that are very useful in the teaching area.

VI. CONCLUSIONS

In summary, the use of modern technology in teaching is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. In addition, Teachers should be convinced of the usefulness and advantages of technology in improving learner´s learning. This means that teachers need support and training for integrating technology into language teaching. As matter of fact, in this paper the researcher team can revealed that when technology is used appropriately, it can bring about a lot of advantages to teachers and learners. The verifiable practice of the students by performing exercises using technological tools is also undoubtedly something that enriches knowledge and helps students to get familiar with virtual learning. In addition, the use of technology plays a key role in language learning based on their own pace, helps in self-understanding, does not stop interaction with the teacher, and creates high motivation in learners for the effective learning of language skills. Furthermore, this research paper represented that learners should use technology to enhance their language skills because it has a crucial role in developing learner´s creativity and provides them with interesting, enjoyable and exciting alternatives to study the language. To sum up, the findings of this study showed that technology allows interaction between teachers and learners, provides comprehensible input and output, helps learners to develop thinking skills, makes learning and teaching becomes more student-centered, promotes learner´s autonomy and helps them feel more confident, and increases learner´s motivation to effectively learn a foreign language.

VII. RECOMMENDATIONS

Considering the outcomes obtained, the research team suggest the following recommendations to reinforce the four macros' skills when considering the use of Educational Technology:

To the teachers of the Foreign Language Department:

➢ To be updated in the use of educational technology for its application in their classes.

➢ To become aware of the benefits that ET offers in language teaching and learning and thus, motivate students to use LMS as a Language Learning Strategy.

➢ To provide students facilities about the use of different online applications, tools, and websites before getting in touch with each innovative E-Learning process, by showing them tutorials before using each technological tool in a virtual class.

➢ To present a variety of activities making use of educational technologies to reinforce the four macro skills of the language.

To Students of the Foreign Language Department:

➢ Students must be aware that educational Technology offers them more opportunities to have more contact with the language they are learning.

➢ Students must also be informed that Educational Technology enables them to gain autonomy in their virtual environments for the teaching and learning process becoming a powerful factor in developing their language competencies.

VIII. BIBLIOGRAPHY

-Fontana, D. (1981) *Psychology for Teachers* London: Macmillan/British Psychological Society

- M Roblyer and Joan Hughes. Integrating educational technology into teaching:transforming learning across disciplines.

-Bennett, D., Culp,k.M., Tally,B.,& Spielvogel,B. (2000). It all depends: Strategies for designing technologies for educational change. Paper presented at the international Conference on Learning Tecnology. Pholadelphia, PA.

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.

- M Roblyer and Joan Hughes. Integrating educational technology into teaching:transforming learning across disciplines.

-Di Pietro, G. B., Biagi, F., Dinis Mota Da Costa, P., Karpinski, Z., & Mazza, J. (2020). The Likely Impact of COVID-19 on Education Reflections Based on the Existing Literature and Recent International Datasets. Luxembourg: Publications Office of the European Union.

- Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

- M Roblyer and Joan Hughes. Integrating educational technology into teaching:transforming learning across disciplines.

Webliography

-https://rockcontent.com/es/blog/ambientes-virtuales-de-aprendizaje/

-https://es.wikipedia.org/wiki/Entorno_virtual_de_aprendizaje

-https://www.mixaula.com/blog/aula-virtual-que-es-y-para-que-sirven-las-aulas-

virtuales/

- Siemens, G. (2004). *"Connectivism, A learning theory for the digital age*". International Journal of Instructional Technology & Distance Learning, 2(1), Retrieved from http://www.itdl.org/journal/jan_05/article01.htm

- FOREIGN LANGUAGES DEPARTMENT. (August 2021*)." Program Module 1: Online English Language Teaching"*. Retrieved from: https://campus.ues.edu.sv/pluginfile.php/6099830/mod_resource/content/0/Program%2 0Modu le%201%20Online%20English%20Language%20Teaching.pdf

-FOREIGN LANGUAGES DEPARTMENT (October 2021)." *Program Educational Applications for Learning a Foreign Language* ". Retrieved from: https://campus.ues.edu.sv/pluginfile.php/6203365/mod_resource/content/4/Syllabus%2 0Modu le%20II.pdf

-FOREIGN LANGUAGES DEPARTMENT (January- March 2022*)" Program Module 3: Design of Didactic Materials for Virtual Environments* ". Retrieved from: https://campus.ues.edu.sv/pluginfile.php/6319015/mod_resource/content/1/Syllabus%2 0Modu le%203%20- %20Design%20of%20Didactic%20Materials%20for%20Virtual%20Environments.pdf

-Department of Foreign Languages (March, 7th. 2022) *"Graduation Process Parts of the Final report"*. Retrieved from: https://campus.ues.edu.sv/pluginfile.php/6663411/mod_resource/content/1/Departament o%20de%20Idiomas%20Extranjeros%20Guidelines%20Final%20report%202022.pdf

The following pictures shows some google meeting´s classes that teachers presented during every single module. Similarly, the module´s programs and evaluations´ systems are presented to share an idea about the Specialization course process.

MODULE I

"Online English Language Teaching"

2. Module Description

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

3. OBJECTIVES

a) General Objective:
- To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

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

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

4. Methodology

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	-Readings of learning theories - Discussion Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)
Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	• 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 28th Monday 30th - Wednesday 1st	• 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 Saturday 4th Monday 6th - Wednesday 8th	• Learning Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	• Learning Management Systems (most common ones	• Inphographic • Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	• Learning Management Systems - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Saturday 25th Monday 27th - Wednesday 29th	• Learning Management Systems - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
8 Saturday 9th Monday 11th - Wednesday 13th	• 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.

MODULO II

"Educational Applications for Learning a Foreign Language".

Video Class 2 Module 2 2021-10-23.mp4

1:35:29 / 4:21:27

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

PROGRAM

I. GENERAL INFORMATION

1.1. Module 2:	**Educational Applications for Learning a Foreign Language**
1.2. Code:	**APE214**
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:	**October- December 2021**
1.7. Major Academic Unit:	**Foreign Languages Department**
1.8. School:	**School of Arts and Sciences**
1.9. Module Term:	**8 Weeks/ 2 Months**
1.10. Hours per Module:	**60 Hours**
1.11. Professors:	Licda. Sey Danisia Najarro de Alvarado
	Lic. Juan Antonio Flamenco Flamenco, MsDi.
	Licda. Blanca Alicia Menjivar González, MsE.

2. 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.*

3. OBJECTIVES

a) General Objective:

✓ To get familiar with theoretical information about technological tools for teaching-learning 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.

4. 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.

5. 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 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:, Flipgrid, Flippity, Liveworksheets (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, October 16th to Friday, October 22nd, 2021	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, October 23rd to Friday, October 29th, 2021	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
3 Saturday, October 30th to Friday, November 5th, 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, November 6th to Friday, November 12th, 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
5 Saturday, November 13th to Friday, November 19th, 2021	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, November 20th to Friday, November 26th, 2021	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, November 27th to Friday, December 3rd, 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4th to	Demo class using technological tools	- Demo class using technological tools

MODULE III

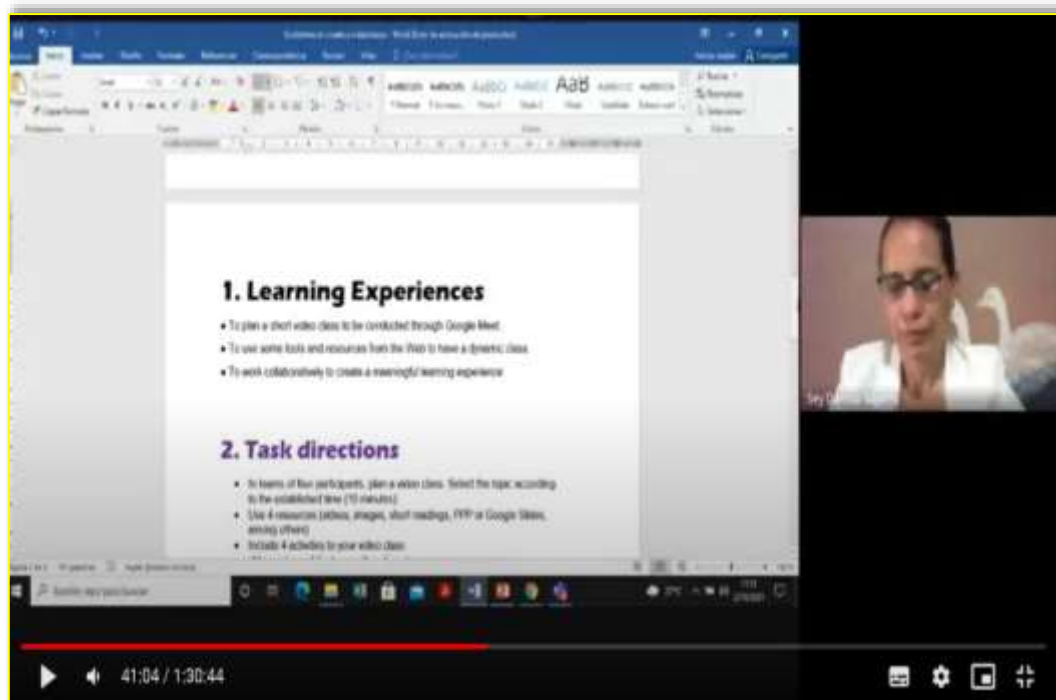"**Design of didactic Materials for Virtual Environments**".

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

SYLLABUS

MODULE 3:

Design of Didactic
Materials for Virtual
Environments

JANUARY 2022

1. GENERAL INFORMATION

1.1. Module 3:   **Design of Didactic Materials for Virtual Environments**

1.2. Code: **DIM314**

1.3. Pre-requisite: **None**

1.4. Academic Credits: **3**

1.5. Target Population: **Students who have concluded their academic courses**

1.6. Month and Year: **January- March 2022**

1.7. Major Academic Unit: **Foreign Languages Department**

1.8. School: **School of Arts and Sciences**

1.9. Module Term: **8 Weeks/ 2 Months**

1.10. Hours per Module: **60 Hours**

1.11. Professors: MsE. Blanca Alicia Menjívar González (Group 01)

                                         MEVA. Sey Danisia Najarro de Alvarado (Group 02)

                                         MsDi. Juan Antonio Flamenco Flamenco (Group 03)

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 for use 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.

5. CONTENTS

Week	Content	Resources	Evaluation
Weeks 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
Weeks 3 y 4	❖ The Fundamentals of image selection ❖ Using Genially ❖ Using and Creating a Google Site	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	Elaboration of an interactive image Creation of a Google Site
Weeks 5 y 6	❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Guidelines for the elaboration of evaluated activities	Creating a Google presentation
Weeks 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 Integrative Assignment (live defense)

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17th to Saturday, January 22nd, 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 Monday, January 24th to Saturday, January 29th, 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 Monday, January 31st to Saturday, February 5th, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Monday, February 7th to Saturday, February 12th, 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 Monday, February 14th to Saturday, February 19th, 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities

6 Monday, February 21st to Saturday, February 26th, 2022	❖ Using Google Presentations	- Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Monday, February 28th to Saturday, March 5th, 2022	❖ Fundamentals of video production ❖ Examples of Video Editors	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Monday, March 7th to Saturday, March 12th, 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	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment (Google Site linked to Google Classroom and live defense)	30%
TOTAL	100%

7. CLASS POLICIES

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

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

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

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

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

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