

**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS**



TITULO:

**THE MOST IMPORTANT ASPECTS FOR SELECTING TOOLS TO DESIGN
DIDACTIC CONTENT IN A VIRTUAL ENVIRONMENT**

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**INFORME FINAL DEL CURSO DE ESPECIALIZACIÓN
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APRENDIZAJE DE IDIOMAS EXTRANJEROS" PARA OBTENER EL TÍTULO
DE LICENCIADO/A EN LENGUAS MODERNAS: ESPECIALIDAD EN FRANCÉS
E INGLÉS.**

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ABSTRACT

This report presents important information about the evolution that online education has had, and how it was positively and negatively affected by the mandatory quarantine that was implemented in our country due to the Covid 19 virus, thus helping the development of the Salvadoran educational system at all levels. Likewise, the most important aspects that must be taken into consideration when selecting the technological tools that can be implemented for the design of the different materials and didactic contents in a virtual environment are shared. Among the most popular technological tools we can find: Thinglink, Moodle, Quizizz etc. In the same way, the advantages, characteristics and disadvantages that each of them has when used during an online class are exposed. In the same way, important information is presented about platforms that can be used to develop the different activities, both synchronous and asynchronous in a virtual way, and how they can affect the student. Finally, it is briefly exposed how virtual education has come to change the current educational system, and the importance of the teacher's role in accompanying the student at each step of the educational process, highlighting in turn that online education is a two-way street in which the student must have a positive attitude and desire to excel so that he or she can fully exploit this new modality of education.

Key words: Virtual environment; Didactic content; Online education; Technological tools; Evolution of online education.

I. Introduction

Nowadays technology has become vitally important for students and teachers alike, as it helped us overcome a rather drastic episode in education due to the pandemic. This work aims to show the most important aspects for the selection of tools for the design of didactic content in a virtual environment as well as the disadvantages and advantages offered by online education.

In the first part of this report, it's explained how the pandemic affected the country's educational system and at the same time it's exposed how the need to implement virtual education arose and how it has been developing over the years using new tools that allow teachers and students to have a better virtual classroom environment.

The second part of the report presents all the technological tools studied through the Cohort II specialization course offered by the University of El Salvador, in which each of the three modules studied are detailed, explaining in each of them the most important aspects that should be considered by teachers when selecting digital tools to design didactic material for a virtual environment. The most relevant activities carried out during the specialization course are also included.

In the last part, the achievements reached as a team during the specialization course are presented, detailing the most important aspects that were learned during the virtual classes, as well as the recommendations for the Department and for authorities of the school of Humanities and the conclusions of our report.

II. Objectives

General Objective:

To describe the most important aspects of the technological tools that teachers can use to design content in a virtual environment.

Specific objectives:

- To explain what each of the technological tools consists of and how they can be used in an online classroom.
- To analyze the advantages and disadvantages of each of the technological tools and how they improve the quality of teaching in a virtual environment.
- To expose how technological tools have changed the virtual education system.
- To show the different technological tools that were studied during the course.

III. Theoretical Framework

On December 31, 2019, Wuhan, China reported the existence of a new virus. The city of Wuhan became the epicenter of a highly contagious pneumonia outbreak that had reached every continent except Antarctica. The new virus was identified as coronavirus (2019-nCoV), later classified as SARS-CoV2 and causing the Covid-19 disease. By March 28, more than 330,000 positive cases for SARS-CoV2 were reported throughout 192 of the 197 countries of the world according to *the "Coronavirus COVID-19 Global Cases by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)"*. On March 2020, the World Health Organization declared the disease a pandemic (Colaboradores, 2022).

The first case of COVID-19 in El Salvador was reported March - 2020 in the department of Santa Ana. Days before a state of emergency was decreed and classes were suspended nationwide for both public and private educational institutions for 21 days. *President Nayib Bukele* declared domiciliary and absolute quarantine for 30 days in El Salvador, authorizing the PNC (Policia Nacional Civil) to arrest those who violated these measures. Then, *The Legislative Assembly of El Salvador* approved an extension for more than 15 days of home quarantine (Cerón, 2022).

Despite the seriousness of the situation, education could not be stopped. A distance education system was continued, reaching all the country's communities through the delivery of school guides, as well as relying on different digital tools, radio and television (19, 2022).

Salvador Maestro Roger Arias, explained that he requested a budget reinforcement that allowed to exempt 15,000 Alma Mater students from payments during the National Emergency for COVID-19. In addition, he requested to provide more than 7,000 low-income UES students without internet access with a modem that allows them to continue with their classes during the home quarantine. This is how the academic training of thousands of students of all educational levels was continued, with the purpose of culminating the 2020 school year in due time, virtually (Salvador, 2022).

After 85 days of quarantine, *Nayib Bukele* declared that the quarantine was over on June 14, 2020. In the same month, it was decided to reopen the country's educational centers gradually and safely. *The Ministry of Education* reported that “*this measure applies at the national level for all educational levels of the public and private sector, from Initial Education to Higher Education, including students of the Flexible Modalities, as long as the educational center has the due permission*” (news, 2022).

The unexpected interruption of face-to-face attendance at educational activities has opened a gap of true meaningful education. During and after the pandemic, it was seen that the Salvadoran educational system was not prepared for the use of virtual tools (Salvador, 2022).

Nowadays, the imminent true of a virtual educational community leads us to question what is a technological tool, what are the different types of online learnings and finally, what are the most important aspects for selecting tools to design didactic content in a virtual environment.

Technological tools

The technological tools are the best methodological strategy for teaching online. If you use them, you will have immediate access to a greater source of information and resources. You will be able to create digital resources, use interactive applications for learning and promote collaborative work. Technological tools are important for the process of acquiring knowledge and at the same time-sharing information that allows shaping the content of a course in different ways. In other words, they are instruments that help us to carry out a certain educational objective in a faster, easier, more comfortable and safer way. (Aleem, 2019)

Due to Covid-19, higher education institutions had had to develop guidelines and directives to speed up the educational change and try to build their online identity through their own pedagogical models. This has led us to assume education in a digital context, and reflect that the transition from face-to-face education to virtual education can improve the indicators of quality and educational coverage of the country; however, the challenge of this modality will be to reduce the digital divide of students and the use of learning platforms at all educational levels. While it is the responsibility of the state and educational institutions to lead this transformation, improving connectivity and providing technologies and digital tools, it is important to recognize that online education involves the involvement of teachers through the knowledge and use of digital resources.

Technology has been accompanying teaching practice for a long time, however, the digitalization of education has placed new challenges, not only to teachers but to the entire educational community, giving greater relevance to the role of the teacher.

The impact of ICT on the learning of different topics, showed results related to the development of skills or transversal skills, such as communication, collaboration, independent learning and teamwork, all related to more flexible technologies. (Aleem, 2019)

In this era of technology, the number of technological tools available for incorporating digital methodology in a virtual environment are increasing. Having a comprehensive view of all these options, as we will mention in this document, will help the teachers in deciding which technological tool works better for them according to their unique educational and cultural environment.

Primary technological tools

Moodle

As their websites implies, Moodle is a learning platform designed to provide educators, administrators and students with a single, robust and secure integrated system for creating personalized learning environments. You can download the program to your own web server, or ask one of our Moodle Partners to assist you. (MOODLE, 2022)

A simple interface, drag-and-drop features, and well-documented resources, along with ongoing and new enhancements, make Moodle easy to learn and use. This platform is perfect for teachers who need to use a virtual platform where they can interact with their students.

Features

- ✓ **Collaborative activities and tools**

Students can work and learn together in forums, wikis, glossaries, database activities and more.

- ✓ **Simple and intuitive text editor**

Conveniently format text and add multimedia and images with an editor that works with all Internet browsers and on all devices.

- ✓ **Convenient file management**

Drag and drop files from cloud storage services, including MS OneDrive, Dropbox and Google Drive.

- ✓ **Progress Monitoring**

Educators and learners can monitor progress and completion with a set of options for monitoring individual activities or resources, as well as at the course level. (MOODLE, 2022)

Thinglink

Thing Link is a very useful tool that allows you to host audio, video and links so you can publish them on the web. It is not a simple image that we will be showing, but a complete menu where you can watch videos, listen to songs, share social media, etc. You can use it to teach a new language, for example English. You can add an image, create a conversation topic and engage the students to interact with the image and add ideas. They will learn new vocabulary, comprehension and association of words and pictures. (THinglink, s.f.)

Features

- ✓ **Tagging system**

which allows you to enhance the media and find a variety of topics.

- ✓ **Creation of assessment tool**

you can check the student's progress and can be used before a quiz.

- ✓ **Multiple languages combined**

you can search for nouns, adjectives, descriptions of pictures and even audio.

- ✓ **Collaborating editing**

which is ideal for students' projects and remote learning.

- ✓ **Free.**

Free version available for teachers.

Quizizz

Quizizz is an easy and fun platform to use. It offers the possibility of creating questionnaires of different types, for different subjects and educational levels, or making use of those that other teachers have already created within the platform. It is ideal for evaluating students in subjects such as grammar or history, you can challenge your student to be the best. (Quizizz, s.f.)

Features

- ✓ You can add custom topics and standards. Up to 5 types of questionnaires.

- ✓ You can add slides, multimedia and audio.

- ✓ Assignments with deadline or no deadline.

- ✓ You can follow up assignments.

Buncee

This is a platform that helps anyone create attractive content without having to have a lot of digital culture, which is why it is ideal for use among younger students. Buncee allows us to include multimedia elements of all kinds, from YouTube and Vimeo videos to animated characters, texts, icons, SoundCloud audio, photos from Pixabay (free images) of course we can always upload content from our computer. This is a great platform for any topics, as it allows you to teach it creatively. (Buncee, s.f.)

Features

- ✓ Contains more than 8,000 stickers, emojis, videos and music, which makes presentations more creative and interactive.
- ✓ It keeps students engaged and allow them to create their own presentations.
- ✓ You can upload your own content or use other users' templates.
- ✓ Easy and simple to use. Collaborative projects can be perform using the platform

Web whiteboard

Web Whiteboard is a learning space where both teachers and students can write and interact with each other in real time via the internet. You can use this platform to engage students, work collaborative and with creativity. Whiteboard can be used for any topic that you want, as long as you have nice ideas and knowledge of the topic. (Webwhiteboard, s.f.)

Features

- ✓ Very useful for instant collaboration.
- ✓ Nice way to clarify your student's doubt.
- ✓ Flexible for teaching anywhere at any time.
- ✓ Allows you keep students engage and active Enhance brainstorming

Advantages and disadvantages of technological tools in a learning environment

An online methodology in the educational field means directing the teaching-learning process and transforming knowledge from an initial state to a desired state, with the purpose of overcoming difficulties by optimizing time and resources, these resources will be the technological tools that teachers will use. (Modestum, s.f.)

In the online environment, there are two learnings which allows participants to carry out tasks and activities at the same time and in any place (synchronous), or at the time they choose (asynchronous), adapting to their needs and possibilities, each of them relates to the student's interest, personalities, learning styles and their own technological tools.

Synchronous Learning Tools

This method usually has the social dimension as an area of opportunity, since the teacher may have to make an extra effort to achieve a group union, since a climate of freedom and trust will have to be reached among the students to achieve their

goals. In terms of pedagogy online education, we can take as an example the classes that are taught through the following tools. (RESOURCES, 2022)

Zoom

Zoom is a conferencing service that can be used to meet virtually with others, either by video or audio only, or both, all while conducting live chats, and allows you to record those sessions for later viewing. (Zoom, s.f.)

Features

- ✓ **Individual meetings:** Organize unlimited individual meetings even with the free plan.
- ✓ **Group video conferences:** Organize up to 500 participants (if you purchase the "large meeting" add-on). The free plan, however, allows you to organize video conferences of up to 40 minutes and up to 100 participants.
- ✓ **Screen sharing:** Meet one-on-one or with large groups and share your screen with them so they can see what you see.
- ✓ **Recording:** You can also record your meetings or events.

Google Meet

Google Meet, formerly known as Hangout Meet, is Google's videoconferencing solution allows you to make calls and videoconferences from any place and type of device with internet connection. (meet, s.f.)

- ✓ **Send messages in video calls.** We can send messages through the browser and mobile applications.
- ✓ **Give access to external participants.** You can allow access to video calls to any participant through a single link to share.
- ✓ **We can record meetings.** With Google Meet we have the ability to record meetings, only for the G Suite Enterprise and G Suite Enterprise for schools' versions.
- ✓ **Share screen and multimedia.** Google meets allows you to share your screen while presenting multimedia work.

Microsoft teams

It is a Microsoft multiplatform that allows collaborative work from the generation of teams, which includes the possibility of videoconferences, chats, whiteboards, files and notepads. (Teams, s.f.)

- ✓ **productivity and collaboration.** Both teachers and students can collaborate and have a fluid discussion.
- ✓ **Customizable workspaces.** Microsoft Teams allows the platform to integrate with a growing list of third-party services
- ✓ **Integration of other Office 365 applications.** Everyone can view the same Word document, Excel spreadsheet, PowerPoint presentation or OneNote document while communicating around the content.

As we have read before, synchronous classes share documents, enhance the use of surveys, games, polls, and chat rooms when the students can even stand out by sharing their knowledge and participating online.

Synchronous tools Advantages

- Self-management

The students get the ability to actively engage in their own learning and receive immediate feedback.

- Extensive access

The information access is effectively big, due to the vast majority of platforms, it does not matter where you are, any person can join any course at any time.

- Efficacy

This method pushes the autonomy of students to develop tasks using their own abilities and resources.

- Community

The debate and the dialogue are promoted, you can improve a community attach to academic knowledge.

Synchronous Tools Disadvantages

- Strong internet connection

Due to the live sessions, the internet connection has to be fast enough to support the platform.

- Technological equipment

If a student or teacher doesn't have the correct equipment, a low internet connection, audio and video issues, the education will be highly affected.

- Quiet place

Usually, a quiet place with no distractions is necessary to hear and pay attention to a synchronous class.

- Shyness

Some students are afraid to talk or give an immediate response. It's highly recommended to make students feel comfortable in an online class.

Asynchronous Learning Tools

Asynchronous learning is similar to distance education, but strictly with technological resources only, such as a computer or tablet, internet connection and the use of a multimedia platform. Course materials or documents will be uploaded to the chosen platform for students to review, and questions are usually discussed in public forums for the entire group. In asynchronous education, teachers prepare course materials for students in class such as podcast, forums, blogs, websites, presentations, videos. Some common technological tools for preparing the material are the following. (RESOURCES, 2022)

SoundCloud.

This is a platform where people can upload, publish and listen to audio files of any kind, from songs to podcasts, something similar to a radio program. It works as an audio social network. (SoundCloud, s.f.)

Features

- ✓ **Up to 3 hours of content.** You can upload content from minutes to hours about any topic you would like to teach.
- ✓ **Easy to use.** Because the platform is very simple, teachers can upload content and share it to anyone in a few seconds.
- ✓ **Compatible.** You can share it anywhere and even put it on external sites, like Google Sites.

Google Classroom

Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. (Classroom, s.f.)

- ✓ **Academic approach.** The teacher creates a class and they either add their students directly or provide them with a code to sign up themselves.
- ✓ **Organization.** The student can view all assignments on a specific page and all class materials are automatically archived in Google Drive folders.

- ✓ **Communication.** Through Classroom the teacher can send notifications to students to initiate discussions. Students can share resources with their peers and provide answers to questions on the news wall.

Asynchronous Tools Advantages

- Proactiveness

In an asynchronous class, the students have the possibility to check the material given, to study and explore. They will make an effort to understand complex ideas and difficult homework, they will process the information and the learning will be more significant.

- Time and place

The students can be able to organize their time in the best way possible, in a place where they feel comfortable.

- Availability

The majority of contents and activities will remain online, students can study and check the material anytime.

- Easy access

Technological methods that do not require modern equipment or a faster internet connection can be used.

Asynchronous Tools Disadvantages

- More distractions

Usually, students that are in a virtual class are more easily distracted by the surroundings which implies: Noise, home responsibilities, easy access to phones, tables and television.

- Procrastination

Some students can be influenced by sedentary activities while spending time on a computer, such as: playing video games, watching YouTube videos, chatting with friends, checking social networks, etc.

- Frustration

There is no real-time contact with the teacher or guide to answer questions or make comments, some students can get frustrated.

Technological tools and virtual education

Thanks to the technological tools, a virtual education has changed the education system. Nowadays, in a virtual environment the role of the teacher is to accompany the students during their learning process, guaranteeing their effectiveness in this new modality. It's important to promote the achievement of learning objectives, the acquisition of contents and competencies, provides tutoring and permanent support. The student, for his part, must assume a proactive attitude, clear implication and high commitment with his learning. The form and design of the virtual class should be organized in advance to promote digital interaction and encourage student

participation, considering the characteristics of today's students, their lack of critical reading and criteria for selecting information. Faced with this problem, the teacher should monitor learning to identify and introduce improvement actions, here is where the technological tools will do their job. (Virtual, 2022) The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning.

It is important that schools, universities and any educational institution keep up to date and integrate this type of methodology. The benefits are multiple, but the most relevant is that knowledge is shared in a faster way and it is more practical for students and teachers; in addition, the pace of individual learning is respected.

IV. Description of Activities

Module I

Online foreign language teaching.

During the first module of the specialization of virtual environments, It was studied the different fundamentals of online teaching and the application of each of them in the teaching/learning of the English language; special emphasis was given to virtual or online teaching, and it was also discovered how the use of an LMS (Learning Management System) can be implemented to set up a virtual classroom and develop asynchronous activities.

Throughout the module different platforms were studied to perform these activities such as:

- Moodle: which is an online educational platform that provides custom learning environments for students.
- Canva: which is a free graphic design platform that allows you to easily create didactic material.
- Padlet: which is an online notice board. It can be used by students and teachers to post notes on a common page.

As well as virtual applications such as Teams and Google Meet, these last two were used to perform synchronous activities. In which each student had the opportunity to apply the knowledge acquired and created a virtual classroom.

For a better understanding of the module, the students were asked to develop four main asynchronous activities along with different synchronous activities developed during the classes, where they put into practice what they learned in Module I.

The first asynchronous activity consisted of a discussion forum where all students shared their opinions and ideas about learning theories and how they can be implemented in a virtual environment. The virtual campus platform (Moodle) was used for this activity.

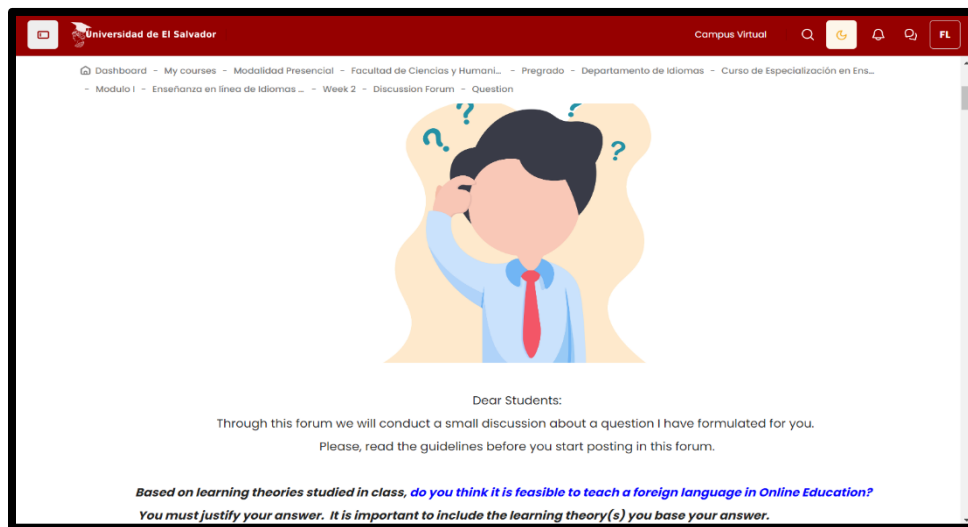


Image taken from Campus UES

In addition, one of the first synchronous activities carried out during the first weeks were the group discussions held through the google meet rooms, in which the teacher encouraged the discussion of the different learning theories and how they can be applied using the technology, another synchronous activity was the practice of how to use the Moodle platform as a teacher.

The second asynchronous activity consisted in the design of an infographic where all the features and benefits of the applications that are cataloged as LMS were exposed. For the realization of this activity the students had to learn how to use the CANVA platform to present it.

In order to get students familiar with the platform, the teacher created a synchronous activity during the class, in which students were divided into groups, and each one of them needed to create an infographic of a free topic that would be presented later to the class.

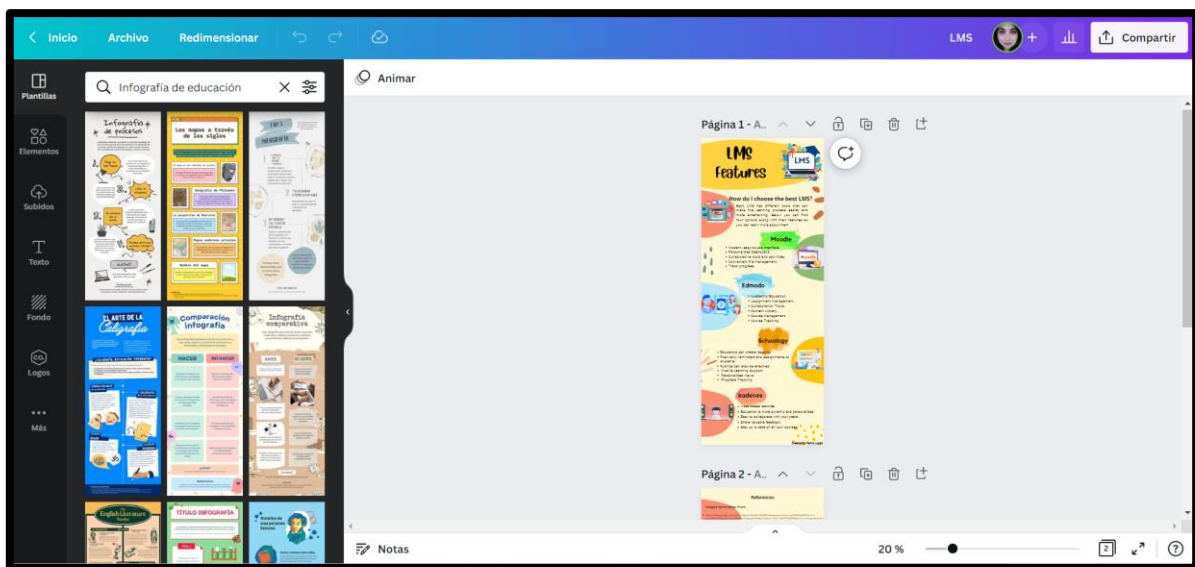


Image taken from CANVA

During the third asynchronous activity, students learned how to create a virtual classroom, and they also studied all the components that the platform offers for the organization of courses and classes, as well as how to design evaluations within the same application using Google forms. The main application to develop this activity was Google Classroom.

As part of the synchronous activity, the teacher motivated the students to use this platform by creating a task that needed to be developed during the class, where students had to prepare a quiz for a target audience.

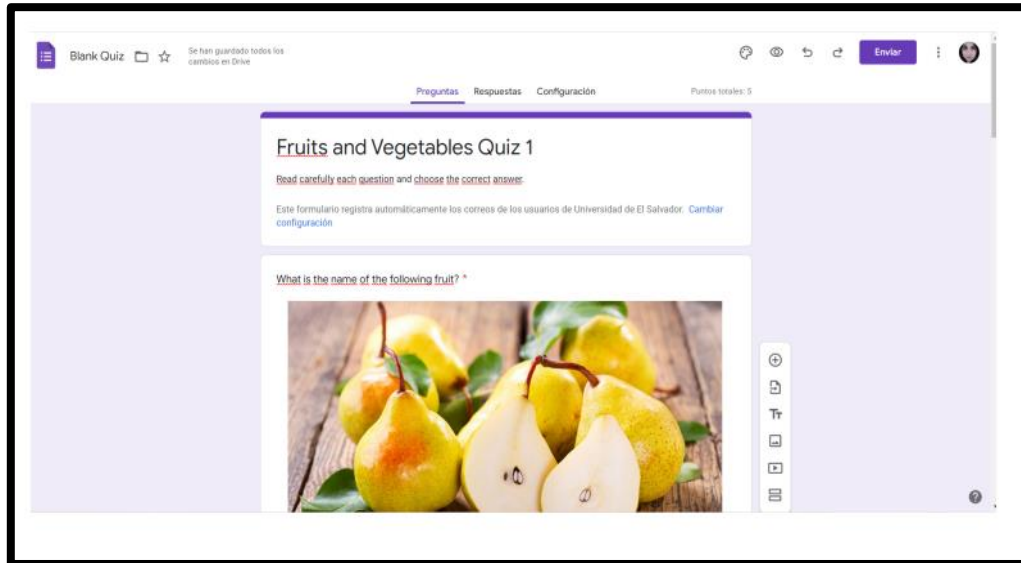


Image taken from Google forms

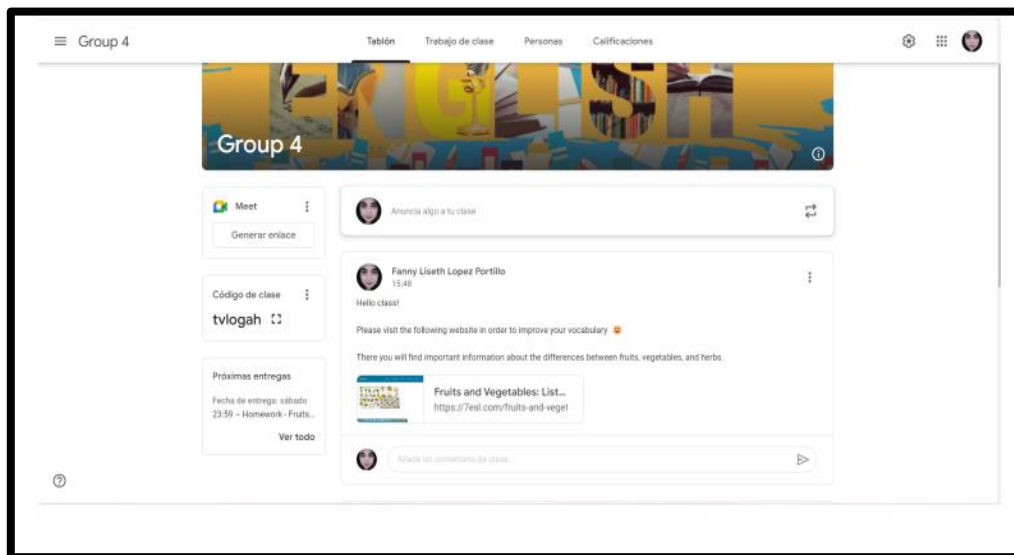


Image taken from Google classroom.

To conclude the module, the students performed the fourth asynchronous activity, which consisted of a live demonstration. They had to develop a virtual class using the elements learned throughout the course.

Among the platforms used to perform this activity it can be found: Google Meet which was used to present the class synchronously. Google Classroom which was used to present the content of the class. Google forms which were used to perform a quiz. Likewise, videos from the YouTube platform were incorporated to the virtual classroom in order to better develop the content of the class.

Online Class Planning				
Elaborated by: Fanny Lopez and Guadalupe Palacios				
1. Description				
For this class we will be teaching the students the vocabulary necessary for them to learn to relate the names of fruits and vegetables with the colors.				
2. Learning Experiences				
<ul style="list-style-type: none"> ❖ Use the names of fruits and vegetables. ❖ Use the colors to identify fruits and vegetables. 				
3. General information				
Date: 06/02/2022				
Topic: Fruits, vegetables, and Colors				
Duration: 10 Minutes				
4. Details of the Class				
No.	Activity	Resources	Tools	Duration (mins)
1	Warm up	Game	Genially	2
2	Short video with images	Video	YouTube	2
3	Brief explanation on the topic with examples and guided practice.	Images with written examples included	Google Slides	2.5
4	Exercises	Images	Liveworksheet	2
5	Closing	Online game	Wordwall	0.5

Module II

Educational applications for learning a foreign language.

Module number II main point was that the majority of activities were developed online and cooperative (in groups). In this module the students analyzed eight technological tools and used them in the teaching-learning process in a virtual environment. These activities were discussed in order to provide and receive feedback. As a result, the majority of students were able to improve during the process. It was also important to get familiar with theoretical information about technological tools for teaching-learning a language and their functions.

The objective was that at the end of the module students had learnt how to define the terms and principles associated with technological tools for educational purposes. Also, the use of technological tools to plan and develop synchronous class activities.

For a better understanding of the module, the students developed four main activities, where they put into practice what they learned in Module II.

The first activity consisted of a presentation of a list of 5 technological tools for educational purposes and their foundations and principles. The resources given were a guideline for the creation of an infographic and a social forum to inquire about questions and doubts. The technological tool used was: Canva, to elaborate an Infographic. This activity was classified as asynchronous.

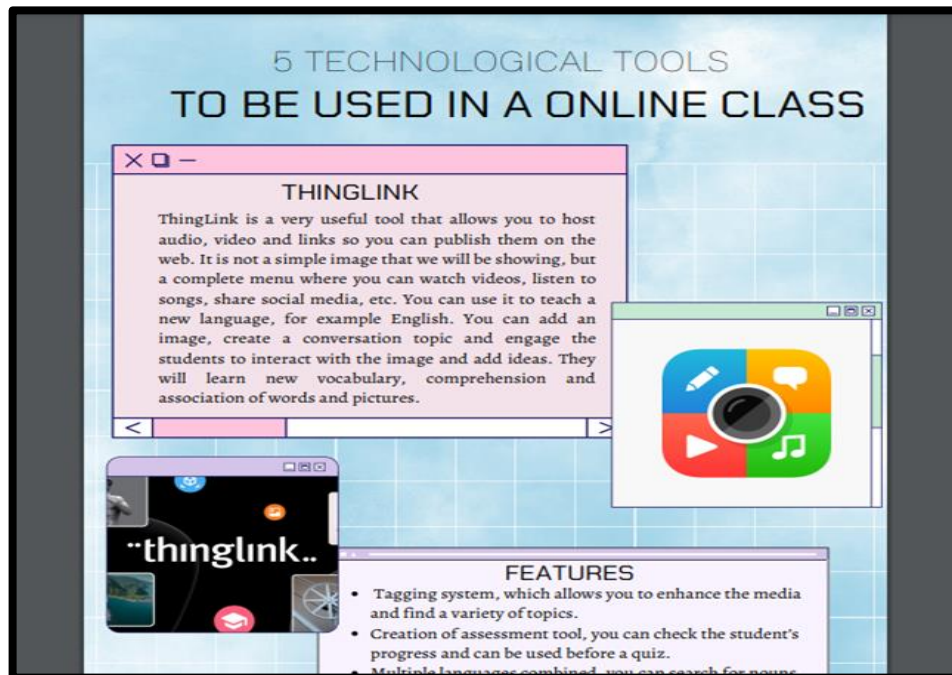


Imagen taken from Campus Moodle, curso de Ambientes virtuales G01

The second activity consisted of filming a video in the website or application (Flipgrid) about Technological Tools. The resources given were multimedia material, tutorials, a demo and a guideline for a video in Flipgrid. In this platform, the activity was for asynchronous purposes, however you can use Flipgrid for synchronous and real time activities as well.

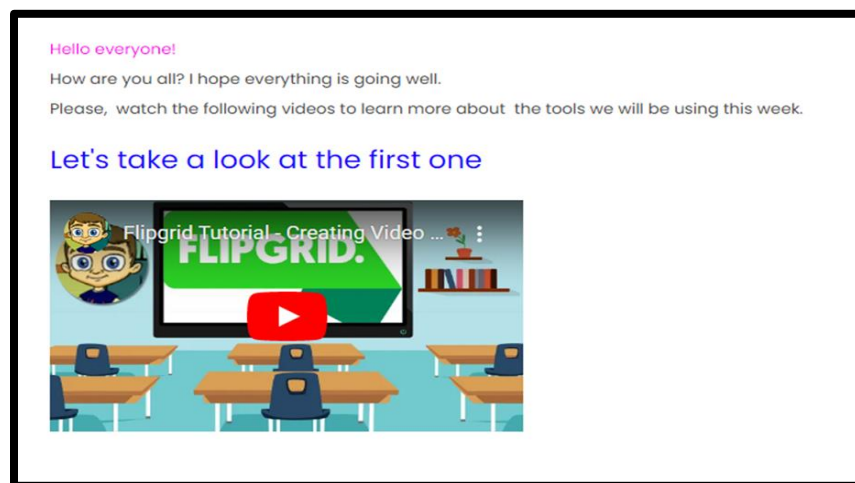


Imagen taken from Campus Moodle

Now, in the third activity, a different objective was placed: to create a video in PowToon about the advantages and disadvantages in the use of technological tools when teaching English. The resources were: Multimedia material, tutorials, a demo, and a guideline to record a video on PowToon, the activity was classified as asynchronous.

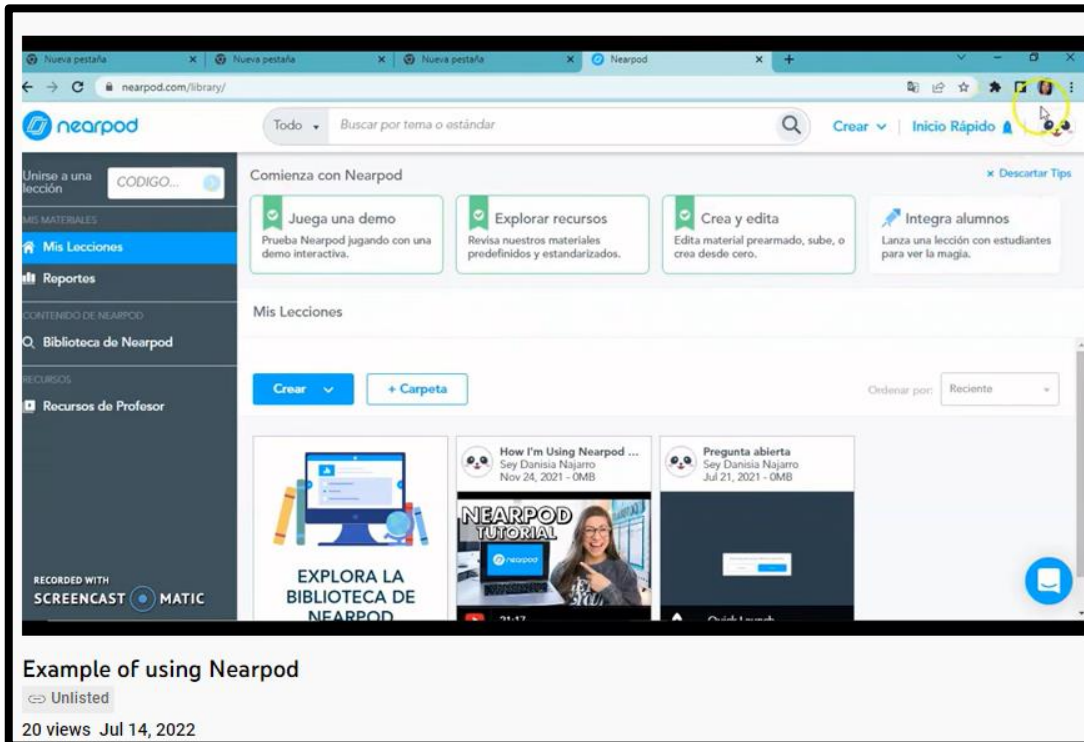


Image taken from Campus Moodle, Curso de Ambientes virtuales G01

In the next activity which was the final one, the students had to present a class or demo, using a technological tool. This activity was both asynchronous and synchronous, due to students presenting in real life a classroom that they have already worked for. This was a presentation of educational products by students. Students had to plan a class about a topic, use a technological tool and then present the class on an online session. The resources given were: Multimedia

material and a guideline for the demo class using technological tools to teach a language.

3. General information.

Date: 27th July, 2022
 Topic: How to express preferences in English"
 Duration: 7 minutes.

4. Details of the class.

No	Activity	Resources	Tools	Duration (mins)
1	Warm up	Quiz: <i>Are you a picky eater?</i>	Kahoot	1.5
2	How can we use preferences and introduction to three ways to express our preferences.	Infographic	Canvas	2
3	Correct use of: <i>I prefer, I like better, I would rather.</i>	Slide presentation	Nearpod	2
4	Exercises	Images	Nearpod	1.5

Image taken from Campus Moodle, Curso de Ambientes virtuales G01

Module III

Design of Didactic Materials for Virtual Environments Cohorte II.

During the last module of the specialization course, the group learned how to use different technological tools to design educational materials such as: the creation of a podcast, online presentations using Google slide, interactive images using Genially, editing videos, etc.

The first activity consisted in the elaboration of a podcast in which each member of the group had to prepare a script, in order to record the audio in a device, to be later converted and edited using the Audacity program, once the audio was edited, it was ready to be uploaded to the Soundcloud platform. Where it will be available for students to access it.

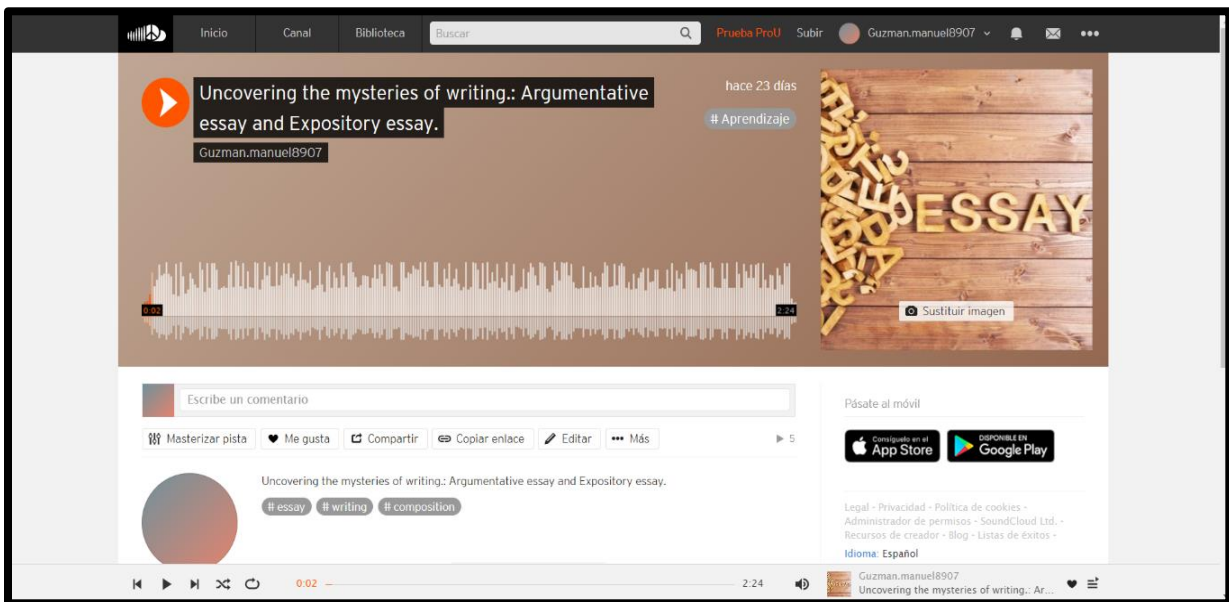


Image taken from Soundcloud

In order to get familiar with the module, students were requested to records a short audio during the class to be later added into a google slide presentation, this activity took place during the class and has been classified as a synchronous

activity.

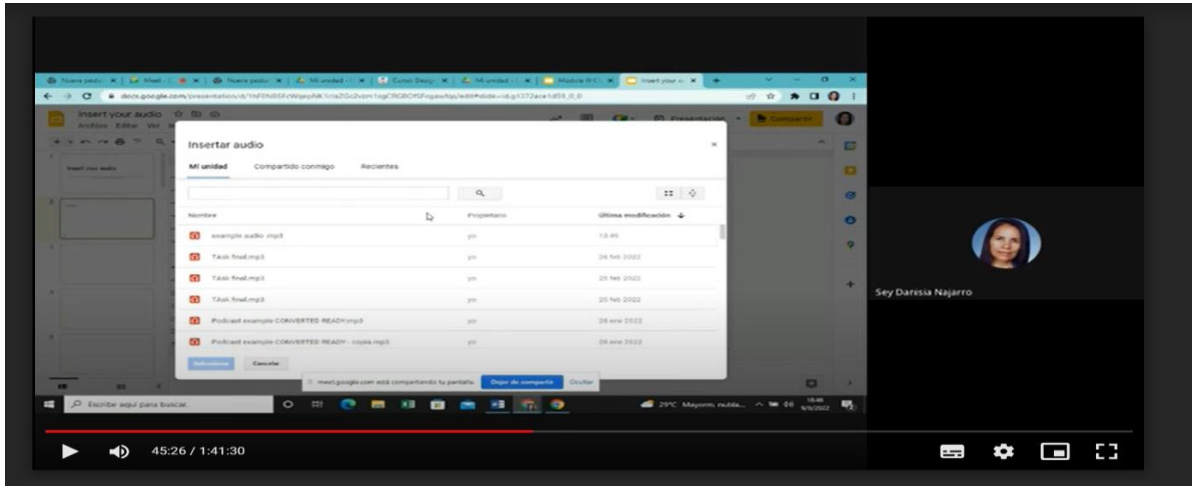


Image taken from Google drive

During the second asynchronous activity, the group learned how to create interactive images in the Genially platform, these images help to incorporate different types of elements within a single image that is taken as a base, in this image students can interact with the different elements presented in it in the form of buttons, which when clicking on each of them can redirect people to other pages or open elements such as text, videos, documents, etc.

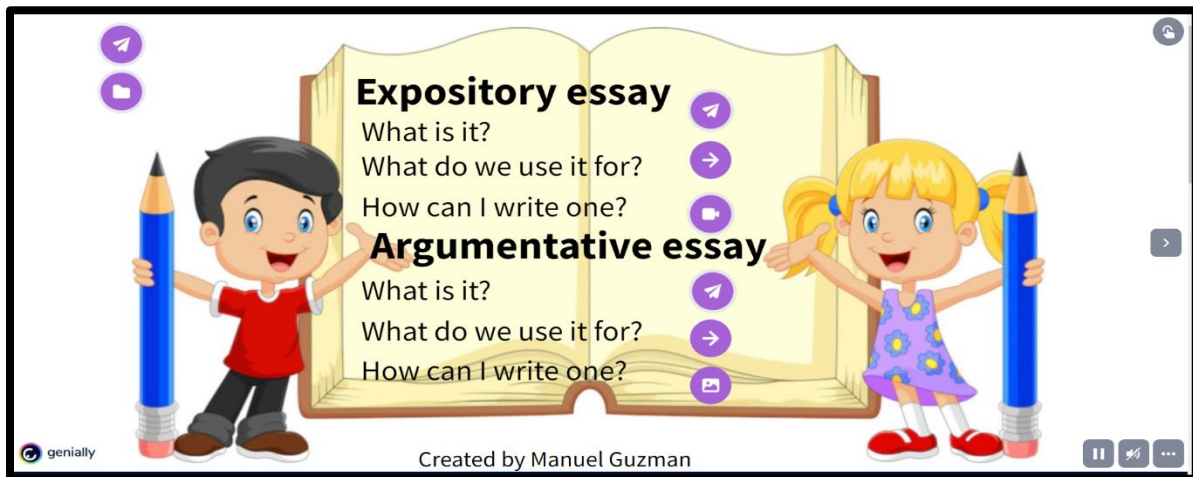


Image taken from Genially

In order to have a better learning experience, the teacher created a practice, where students needed to work in groups to create an interactive image, this activity was intended so students were able to explore the tool and get familiar with it, so it could be easier for them to develop the asynchronous activity mentioned above.

In the third activity asynchronous of the course, the members had to work in groups to create a website using the Google sites platform, for this activity, different elements were incorporated, including the recording of the podcast that was made at the beginning of the course, as well as the interactive image created in the second activity, likewise a presentation made in google slide was incorporated taking into account the different color theories and presentation tips studied during the course and the corresponding links were made to the google classroom platform, to expand the virtual experience in this way.

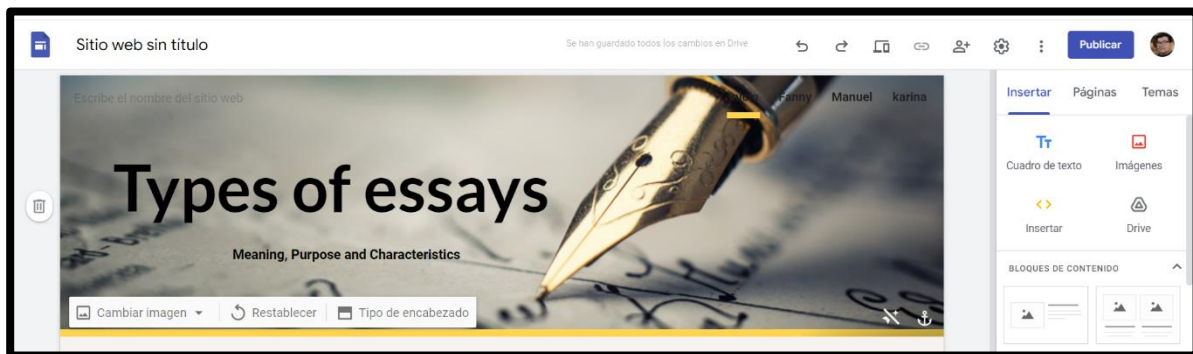


Image taken from Google sites

This activity fully integrates all the elements that were studied during the specialization course in virtual environments, so at the end it must be presented in a live presentation.

As a synchronous activity, the teacher requested to edit a page of a virtual website hosted on the google site platform so each one of us was going to be able to know the tools that the application has to offer. Between these, we can find different options to add videos, links, documents, images etc.

To conclude the last module of the specialization, the students learned how to use OpenShot to produce a farewell video, this was later uploaded in YouTube, in order to be shared in Google site.

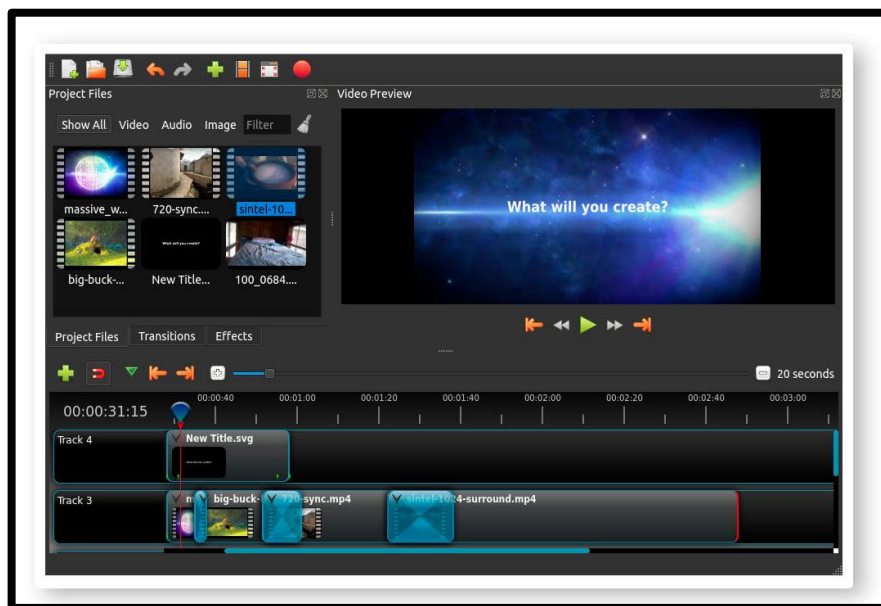


Image was taken from Foxixe cloud.

V. Achievements

During the specialization course the team learned how to use different virtual tools in order to develop a more interactive virtual class.

Among these tools we can find the following:

1. Creating a virtual classroom using Google Classroom which is a very interesting tool that allows teachers to streamline assignments. This application is available on the web or through a mobile application and can be used by everyone. It can also be synchronized with other tools of the Google family such as Gmail, Google Docs, Google Calendar, Google forms, Etc. Each team member was able to create a virtual classroom in the application, thus mastering each of the elements that compose it.
2. The team learned how to design interactive images on the Genially platform. This is a web tool that allows teachers to create animated infographics, interactive presentations and even interactive games. It can be used for everyone to have a more interactive and fun virtual environment.
3. The team also learned how to create Podcasts for the students. A Podcast is a recording made by a person, available for downloading or listening via the Internet. In the case of the team, the recordings were published on the Soundcloud platform. This type of activity allows the student to have a more direct access to the class material and allows him/her to repeat it as many times as he/she wishes.

VI. Conclusions

According to what was learned in the course, the team came to the following conclusions:

- The purpose of this report is to present the different technological tools that are available for the creation of didactic material in a virtual environment. Thus, helping future professionals to be able to make use of each of them.
- The team concluded that it is important to know the different virtual tools that are available to each teacher, since their use can greatly enhance the virtual classroom experience. and many of them are free to access and most people do not know it.
- The group considers that exposing the advantages of using virtual tools may motivate educators to start implementing them in the courses.
- The team believes that virtual tools provide a different and updated way to learn and teach, as well as open a world of possibilities for the students, and awaken curiosity and creativity in them.

VII. Recommendations

The team has compiled a series of recommendations addressed to the authorities of the Department of the School of Humanities, with the aim of improving virtual education.

- It is recommended to the authorities to enable a computer center to be used exclusively for virtual practices. This will help students who are unable to do these virtual practices due to the lack of technological equipment.
- Improve the department's internet network, since many students do not have this resource at home and use the facilities to carry out their homework and research.
- Provide teachers with the necessary materials and equipment to provide and develop each course in the best possible way.
- Advise the students of the department so that they can use the didactic materials that the institution has, since many times they are only referred to the library without any guidance, thus causing frustration and demotivation in the student.
- Include workshops for students of the modern languages degree where they are motivated and taught the different virtual applications and tools.

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IX. Appendixes

- Programs of the modules



1. GENERAL INFORMATION

1.1 Module 1:	Online Foreign Languages Teaching
1.2 Code:	EDII114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic process
1.6 Month and Year:	March 2022
1.7 Major Academic Unit:	Foreign Languages Department
1.8 School:	School of Arts and Sciences
1.9 Module Term:	8 Weeks/ 2 Months
1.10 Hours per Module:	60 Hours
1.11 Professors :	

MEVA. Sey Danisia Najarro de Alvarado
MsDi. Juan Antonio Flamenco Flamenco

2. Module Description

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

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

3. OBJECTIVES

a) General Objective:

- To know and apply learning theories for teaching English online using emerging technological tools.

b) Specific Objectives:

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

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

4. Methodology

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

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants, as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching

methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

5. CONTENTS

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

Time Table

(Online Meetings) Week	Synchronous session	Asynchronous session
<p align="center">1</p> <p>Thursday 31st Tuesday 5th Saturday 2nd</p>	<ul style="list-style-type: none"> • Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning 	<ul style="list-style-type: none"> • Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
<p align="center">2</p> <p>Saturday 9th Thursday 7th Tuesday 19th</p>	<ul style="list-style-type: none"> • E-learning definition and application • Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> • Discussion forum about theories of learning • Forum to answer questions or clarify doubts
<p align="center">3</p> <p>Thursday 21th Tuesday 26th</p> <p>Saturday 23th</p>	<ul style="list-style-type: none"> • Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> • Videos • Website • Forum to answer questions or clarify doubts
<p align="center">4</p> <p>Thursday 28th Tuesday 3th</p> <p>Saturday 30th</p>	<ul style="list-style-type: none"> • Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> • Inphographic • Forum to answer questions or clarify doubts
<p align="center">5</p> <p>Thursday 5th Thursday 12th</p> <p>Saturday 7th</p>	<ul style="list-style-type: none"> • Learning Management Systems - Google Classroom 	<ul style="list-style-type: none"> • Tutorial, multimedia • Forum to answer questions or clarify doubts
<p align="center">6</p>	<ul style="list-style-type: none"> • Learning Management Systems - 	<ul style="list-style-type: none"> • Create a Virtual Classroom

<p>Tuesday 17th</p> <p>Thursday 19th</p> <p>Saturday 14th</p>	<p>Google Classroom (Live demonstration)</p>	<ul style="list-style-type: none"> • Forum to answer questions or clarify doubts
<p>7</p> <p>Tuesday 24th</p> <p>Thursday 26th</p> <p>Saturday 21st</p>	<ul style="list-style-type: none"> • Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET 	<ul style="list-style-type: none"> • Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts
<p>8</p> <p>Tuesday 31st</p> <p>Thursday 2nd</p> <p>Saturday 28th</p>	<ul style="list-style-type: none"> • Demonstrative class (MEET) 	<ul style="list-style-type: none"> • Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

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

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

Module II Syllabus



**Educational Applications for
Learning a Foreign Language**

June, 2022

1. GENERAL INFORMATION

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

1. **Module Description**

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

2. **Objectives**

a) **General Objective:**

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

3. **Methodology**

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

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

4. Contents

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	- Reading about technological tools for educational purposes when teaching a foreign language. - Infographics - Guideline - Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a foreign language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid about Technological Tools (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	Multimedia material, tutorials, demonstrations. Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.	Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. (25%)
Weeks 7 & 8	Presentation of educational products by students: Students will do a demo class using technological tools in the development of a class.	Multimedia material Guidelines for the demo class using technological tools to teach a language	Demo class using technological tools (30%)

Time Table

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

Saturday, July 23 th to Thursday, July 28 th , 2022	tools	tools - Question and answer forum
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5. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

6. Class Policies

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

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

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

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

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

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

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

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

***Artículo 147**

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

****Artículo 148**

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

****Artículo 150**

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

7. REFERENCES

BOOKS

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.

WEBSITES

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/> <https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>



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

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

Module III Syllabus



**Design of Didactic Materials
for Virtual Environments**

August, 2022

1. GENERAL INFORMATION

- 1.1. Module 3:** Design of Didactic Materials for Virtual Environments
- 1.2. Code:** DIM314
- 1.3. Pre-requisite:** None
- 1.4. Academic Credits:** 3
- 1.5. Target Population:** Students who have concluded their academic courses
- 1.6. Month and Year:** August- September 2022
- 1.7. Major Academic Unit:** Foreign Languages Department
- 1.8. School:** School of Arts and Sciences
- 1.9. Module Term:** 8 Weeks/ 2 Months
- 1.10. Hours per Module:** 50 Hours
- 1.11. Professors:** MEVA. Sey Danisia Najarro de Alvarado
MsE. Blanca Alicia Menjivar González

2. MODULE DESCRIPTION

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

3. OBJECTIVES

a) General objective

- To design digital materials to be used in the teaching and learning of foreign languages.

b) Specific objectives

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

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

4. METHODOLOGY

In this module, participants will learn how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual learning environments. Participants will elaborate concrete activities using the technological tools selected for this course. They will also carry out an integrative task that will consist of the creation of a Google Site linked to the Google Classroom Platform. All materials to be designed must be coherent in content. In this case, each participant will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics to be developed in the Google Site.

5. CONTENTS

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

activities

3 Modules
(Final
version)

❖ Live defense
of Integrative
Task

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Saturday, July 30 th to Friday, August 12 nd , 2022	<ul style="list-style-type: none"> ❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Saturday, August 13 th to Friday, August 19 th , 2022	<ul style="list-style-type: none"> ❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Saturday, August 20 st to Friday, August 26 th , 2022	<ul style="list-style-type: none"> ❖ The Fundamentals of image selection ❖ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Saturday, August 27 th to Friday, September 2 nd , 2022	<ul style="list-style-type: none"> ❖ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Saturday, September 3 rd to Friday, September 9 th , 2022	<ul style="list-style-type: none"> ❖ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
6 Saturday, September 10 th	<ul style="list-style-type: none"> ❖ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials

to Friday, September 16 th , 2022		<ul style="list-style-type: none"> - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Saturday, September 17 th to Friday, September 23 rd , 2022	<ul style="list-style-type: none"> ❖ Fundamentals of video production ❖ Examples of Video Editors 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Saturday, September 24 th to Thursday, September 29 th , 2022.	<ul style="list-style-type: none"> ❖ Use of Smart Phones for video recording. ❖ Use of OpenShot. 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

time allotted to the meetings.

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

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

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

Artículo 147

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

Artículo 148

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

Artículo 150

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

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

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

Artículo 151

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas

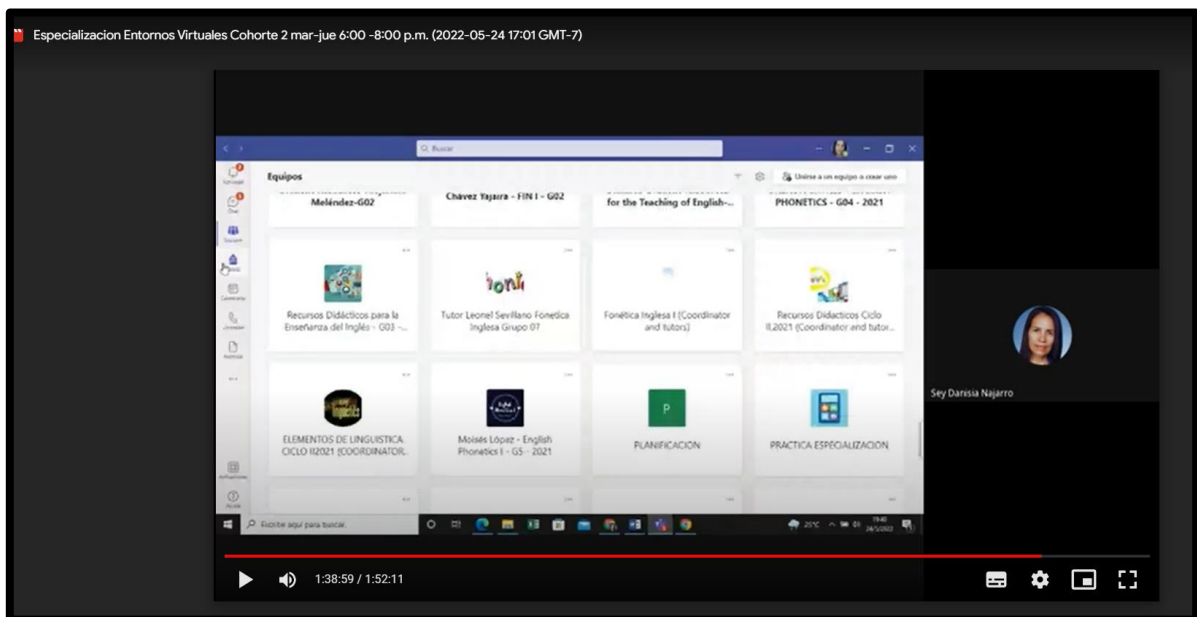
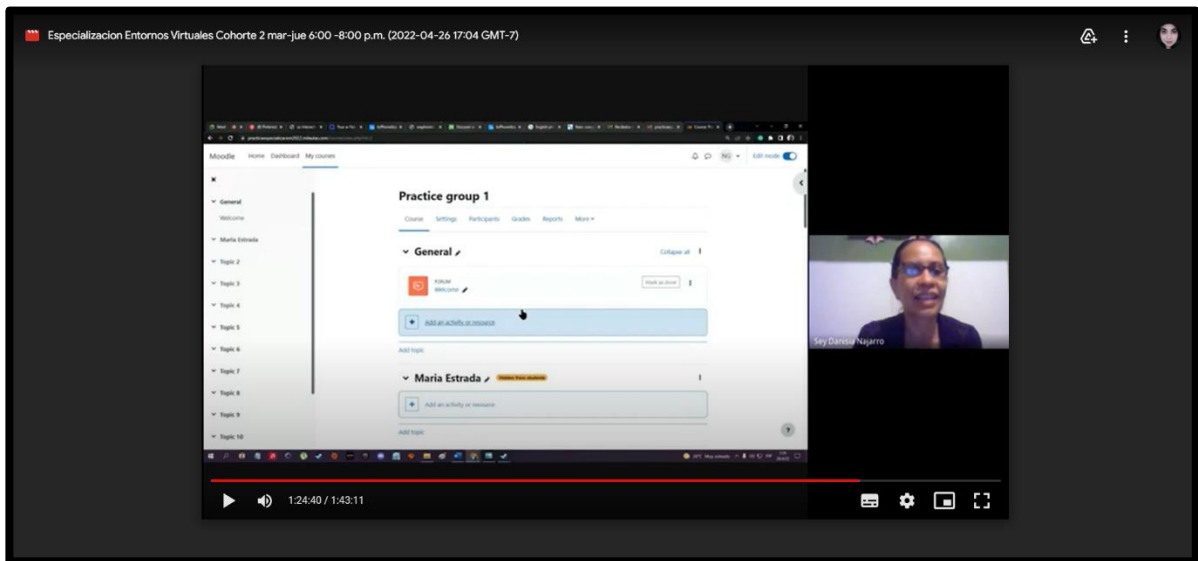
oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

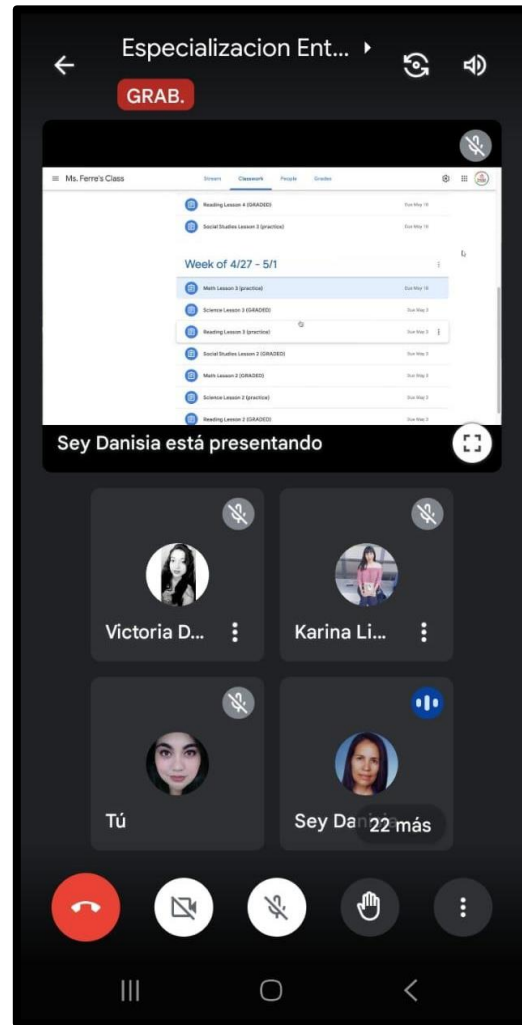
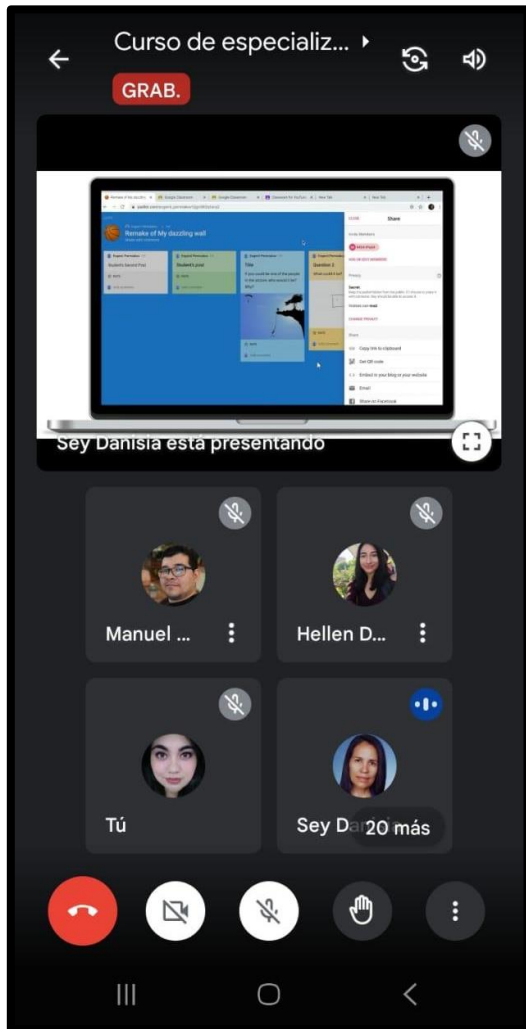
Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

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

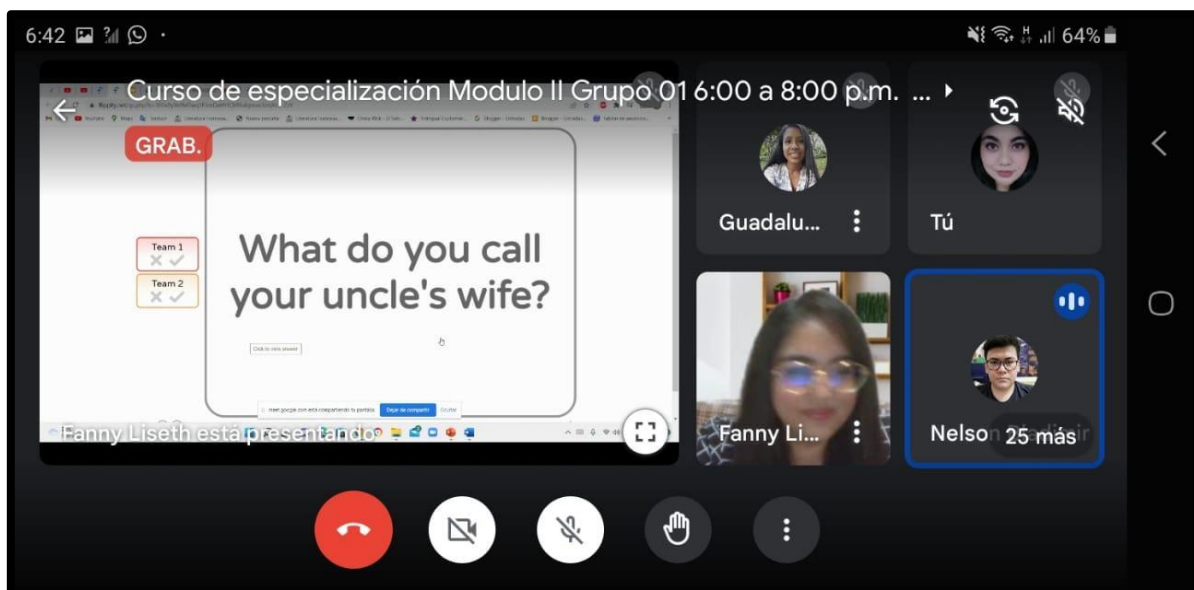
La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetidasustituirá a la anterior.

- Online classes





- **Class participation:**



Especialización Entornos Virtuales Cohorte 2 mar-jue 6:00 -8:00 p.m. (2022-05-17 17:03 GMT-7)

The screenshot shows a Google Classroom page for the course 'Intensive Basic English A2'. The main banner features the word 'ENGLISH' in large, colorful letters surrounded by various English-related icons and phrases like 'who?', 'where?', 'Past', 'Do', 'at', 'Did', and 'don't'. Below the banner, there are sections for 'Meet' (with a 'Último' button), 'Codigo de clase' (dxdimcp), and a list of recent announcements. One announcement from Karina Lisseth Bolaños Quintanilla says 'Let's play!'. Another from Jacqueline Mariela Avellar Hernandez says 'hello guys, just a reminder as that you don't forget to work on the activities that have a due date in the next few days. Have a nice day everyone!'. On the right side, there is a video feed of Karina Lisseth Bolaños Quintanilla.

The screenshot shows a Zoom meeting interface. On the left, a Nearpod quiz is displayed with the question: 'Fill in the correct form of the verb (was/were)'. A progress indicator shows '01:08'. Below the question is a table with student names and their scores on a 6-point scale. A 'GRAB.' button is visible in the top left corner of the meeting window. On the right, there is a grid of video feeds for participants: Victoria De..., Tú, Edwin Wilfr..., Manuel Ant..., Elmer Orlan..., and Ad 23 más.

Estudiante	Score	1	2	3	4	5	6
Nelson Garcia	6/6	✓	✓	✓	✓	✓	✓
Raquel	6/6	✓	✓	✓	✓	✓	✓
Victoria Alvarado	6/6	✓	✓	✓	✓	✓	✓
Lidia Raquel Escobar	6/6	✓	✓	✓	✓	✓	✓
Isid	3/6	✓	✓	✓	-	-	-
Joseline	6/6	✓	✓	✓	✓	✓	✓
Monica	6/6	✓	✓	✓	✓	✓	✓
Elizabeth	6/6	✓	✓	✓	✓	✓	✓
ma15101ques.ed...	3/6	✓	✓	✓	✓	✓	✓