

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



TOPIC:

**USE AND MANAGEMENT OF TECHNOLOGICAL TOOLS IN VIRTUAL
EDUCATION FOR TEACHING ENGLISH AS A SECOND LANGUAGE.**

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FINAL REPORT

**ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS ON TEACHING

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ABSTRACT

The covid-19 pandemic brought about major global changes in most aspects of human endeavor. Thus, education and the teaching-learning process took several unexpected turns, which made it necessary for teachers to be trained to face these new challenges that this situation presented. Both educators and students had to adapt to these new conditions, including using different tools, platforms, virtual sites, online classes, and different resources to design and manage didactic material for virtual environments. This report will explain how was the process of specialization of English language teaching for virtual environments, developed in the department of foreign languages at the University of El Salvador through three stages or modules and thus, through the exercise of teaching create the right conditions to take full advantage and effectively some of the resources available on the web and thus impact positively in the educational field, especially for future students served by professionals of the Bachelor Of Arts In English with Emphasis on Teaching.

Key words: Covid-19; online classes; educational tools; virtual environments; teaching English; advantages; resources; specialization course.

INTRODUCTION

Nowadays there is a wide range of educational platforms, evaluation tools, programs, and applications for the presentation of information and design of didactic material capable of many more functions. These tools and platforms are of great help and an essential part of the teaching and learning process in virtual environments, although they have also been used for many years in face-to-face classes, due to their versatility, variety, and even innovative and dynamic content that has been continuously improved since the appearance of different information technologies showing very good results.

This paper will attempt to explain in more detail both the contents and the development of each module to have a broader view of its implications and applications in the field of teaching. The course of specialization in the administration of virtual environments for foreign language teaching and learning year 2022 is focused on developing future teachers of the foreign language department the skills and aptitudes to adapt to the different work environments where they will play their role as facilitators. In addition to providing them with the appropriate tools for the proper management and improvement of their teaching practice. The course was divided into 3 modules as follows: Module 1: Online English Language Teaching, Module 2: Educational Applications for Learning a Foreign Language, and Module 3: Design of Didactic Materials for Virtual Environments.

OBJECTIVES

General objective:

-To describe the development process of the specialization course in teaching-learning for virtual environments, the elements that compose it, and its implementation in the professional life of the students of the Bachelor's Degree in Teaching English Option at the University of El Salvador.

Specific objectives

- To explain which were the main activities that were carried out in each module of the specialization course in virtual environments of the Bachelor's Degree in English Language Teaching Option Teaching of the University of El Salvador.

- To show how resources, classrooms, websites, and virtual classes were planned and created during the specialization course using some platforms available on the web.

-To illustrate the usefulness of the virtual teaching modality of the different technological tools, didactic materials, and other elements designed throughout the specialization course.

III. THEORETICAL FRAMEWORK

Is there a best way of learning?

In the teaching and learning field, there might be a discussion about which of the two kinds of learning is more effective, whether e-learning or the traditional way of learning (in the classroom). According to James (2008) (as cited in Al-maqtri, 2014) e-learning is one of the hottest topics in higher education research, which happens because e-learning generates some doubts about its efficiency. Since the traditional way of learning is the one that has been used for centuries, it does not mean that it is the only one that has to be used. As technological advances come out, educators have to take advantage of them.

Here is when e-learning comes. Early forms of distance education date back to 1840 when Isaac Pitman used mail and a shorthand technique to teach and collaborate with students, and it is taught that the term e-learning began to be used in the educational field in the mid-1990s. e-learning is defined as “Distance learning conducted in a virtual learning environment with electronic study content designed for self-paced or live web-conferencing online teaching and tutoring”.

Even though the teaching methodology in schools and universities has also been transformed due to the confinement and replaced the old model with new technology, e-learning solutions are making teaching and learning possible in this situation, but some other problems emerged such as students’ engagement and connectivity of internet which has been also a big challenge in front of all students and teachers. This

is a big problem associated with e-learning. Some teachers were already comfortable with the use of technology, while others rarely used online teaching tools to direct student learning in the traditional face-to-face classroom.

The impact of covid-19 on the learning process

In 2020, the educational system was impacted by COVID-19. COVID-19 was declared by the World Health Organization as a pandemic on 11 March 2020. This outbreak pandemic evolved in Wuhan city of China and affected many countries. The pandemic significantly disrupted the growth of countries where cases of novel coronavirus were reported. To reduce the crowd, countries took various measures such as lockdown, workplace nonattendance, school closure, suspension of transport facilities, etc. For controlling the spread of the COVID-19 pandemic, educational institutions were temporarily closed in most countries around the world.

UNESCO (2020). Reports that the COVID-19 pandemic caused unprecedented disruptions to formal education systems across the globe, with up to 1.5 billion students, or 91 percent of students, forced to be out of school during April 2020. To conduct the class smoothly, an online teaching methodology was adopted. Learning management software and open-source digital learning solutions were adopted by universities and schools to run online classes.

What was the educational situation in El Salvador during the initial period of the pandemic?

In El Salvador, constant waves of COVID-19 variants affected the return to face-to-face classes, so the educational system in El Salvador changed its teaching methodologies in universities and primary schools as well, that Teachers made an effort to include the use of technology with their traditional education, trying to include their teaching approaches since virtual classrooms support different kinds of strategies.

Most of the teachers were challenged to face this new process without being trained before, since COVID-19 was something unexpected, they had to look for a way to manage the different platforms and engagingly deliver the syllabus in the online environment. With the implementation of a virtual classroom and the use of different tools and platforms, methodologies and teaching techniques have changed since the way traditional education has been working may vary from what online learning requires, so at the end of the session teachers and students can achieve learning outcomes.

Learning theories and their influence on the teaching-learning process in both face-to-face and virtual environments.

Learning theories have worked an important role in the learning process. When we talk about learning theories, we refer to a set of different concepts that describe and guide the conditions and processes through which learning occurs and everything that relates to this process. These theories explain the processes that people engage in as

they make sense of information, and how they integrate that information into their mental models so that it becomes new knowledge.

There are three primary traditional learning theories in education: behaviorism, cognitivism, and constructivism. Each of these theories provides teachers with an answer to the question of how people and, in particular, how children and teens learn. Pandey (2017) says that “Behaviorism is focused on observable changes in behavior, which occurs as a result of repetition and practice”. The behaviorist learning theory revolves around the idea that “learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus” (Ertmer & Newby, 2013).

In cognitivism, Yilmaz (2011) states that “the primary emphasis is placed on how knowledge is acquired, processed, stored, retrieved, and activated by the learner during the different phases of the learning process” This requires teachers to become more involved in their student’s learning process and look at how they are coming to the decisions and actions that they are.

Then we have constructivism, which is also known as constructionism and according to Booth (2011) is focused on the belief that learning is a “social process informed by prior experience, beliefs, and individual ability. Something important about constructivism is the realization that learners are independent and unique beings. Constructivists believe that “learning is individualistic and subject to ability and preference” (Booth, 2011). In addition, Booth (2011) explains that in constructivism both the learner and the context are important to learning processes and outcomes,

and, as learners, we all construct our knowledge based on personal perceptions and experiences.

These are three major learning theories that influenced education in the 20th century. These learning theories are also associated with particular learning pedagogies and learning technologies, and there is another learning theory that refers to a new digital age because they have been applied in virtual classrooms. “Connectivism is the integration of principles explored as chaos, network, complexity, and self-organization theories; understanding that decisions are based on rapidly altering foundations. (Siemens G. 2004).

The quality of online education depends on the proper use of digital technologies by modern educational theories: for example, in virtual learning behaviorism can be applied through step-by-step video tutorials, game-based activities, regular and constructive feedback, quizzes, gamification, etc.

In virtual learning, cognitivism can be applied through customizable learning environments, adaptive and personalized learning applications, learning analytics, etc. It is important to provide content that is tailored to your learners’ cognitive abilities, such as text, images, multimedia, etc., in which the learners can choose how lessons are presented.

Constructivism finds perfect application in group discussions, brainstorming, problem-based learning, and small group activities. A great environment for these types of

activities is the virtual classroom for live online teaching with interactive tools like collaborative web-conferencing, an online whiteboard, breakout rooms, screen sharing, etc.

The importance of e-learning in the teaching-learning in the educational field

That is why e-learning played an important role in the learning and teaching field in education due to the effects of COVID-19. The e-learning process in higher education is done with the help of various online platforms, Learning Management Systems. This system has the use of the Internet, features that allow registration, and assessment of the activities of learners and teachers, and that also facilitates the delivery of lectures and interaction between students, their colleagues, and teachers. Among the most important functions of online learning, platforms are forums that allow student-teacher communication and collaboration asynchronously, web conferences that allow video, audio, and written, communication, and chat, where users can send messages and receive responses in real-time.

Benefits of a learning management system

A Learning Management System is seen as software that operates and encompasses many services that are meant to aid teachers in managing their lectures and courses, and they were created to monitor and evaluate students, give grades monitor course attendance, or additional administrative actions that can be demanded by educational institutions.

An LMS can save time and money. Instead of making learners take time out of their day to travel and sit through lessons or training, LMSes allow users to callow the coursework at a time that is best for them. Additionally, costs can be cut by eliminating the need for instructors, training days, training materials, travel expenses, and location hire.

Other benefits of learning management systems include:

- the ability to monitor user progress and performance;
- increased eLearning accessibility without geographic limitations;
- the ability to personalize the online training and learning experience;
- the ability to easily and efficiently update eLearning modules and activities;
- the ability to easily ensure online training and learning materials are being distributed effectively; and
- The use of automation allows users to forget about tedious, repetitive tasks -- such as user enrollment and certification distribution -- and focus on more important activities.

These are examples of Learning Management Systems (LMS)

- **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 similar to Moodle and Edmodo because always tries to connect the learners with educators to access the information related with the learning process.

- **Moodle:** This platform is a course management system that helps educators create effective online learning.
- **Edmodo:** is an educational tool that connects the participants in this case learners with resources, this platform offers communication, collaboration, and training to schools and teachers to learn how to use it and how to develop content.

IV. DESCRIPTION OF ACTIVITIES

Module I

Online English Language Teaching

In this part, a description of the activities that were carried out during the “Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign languages” is presented. This course was taught for 180 hours over 6 months, from 8:00 a.m. to 12:00 p.m., on Saturday for the synchronous sessions.

One of the main objectives of this module is that the student can know and apply learning theories for teaching English online using some emerging tools.

In addition to the above, also through this course, it is intended that the student knows the virtual learning environments that are currently used, as well as to use and differentiate the multimedia resources related to the teaching-learning process that contribute and are appropriate in virtual education, also working on the creation of a virtual classroom using a Learning Management System available on the Internet and to perform all synchronous work sessions using the available tools.

The name of the first module was “**Online English Language Teaching**”. This module was about the fundamentals of online education and its application in English Language Teaching. Students learned about virtual or online teaching approaches, the use of LMS

(Learning Management System) to set up a virtual classroom and develop asynchronous activities in Moodle, and the use of platforms such as TEAMS or Google Meet for synchronous activities. In this module students developed the following activities:

Discussing in an Academic Forum

This activity was carried out to share ideas about applying learning theories for teaching English online and also interacting with their classmates through an academic forum in which all the students are allowed to contribute.



Making an infographic

In the creation of an infographic, the students created this activity with the purpose to describe a visual representation of information related to the features of Learning Management Systems (LMS), in a quickly and clearly way.



Creating a Virtual Classroom

In the specialization course, the students were asked to create a course in Google Classroom. This activity was done to design and create an English course in Google Classroom so that the students could experience its basic features.



Demonstrative Class on MEET

This activity took place at the end of the module in which the students were asked to prepare and manage a microteaching lesson through Google Meet.

In the last week, the students worked in groups of four to deliver their topic.



Module II

Educational Applications for Learning a Foreign Language

In this second module, the theoretical fundamentals and the use of technological tools for teaching and learning a foreign language in a virtual modality were studied. To get familiar with the technological tools in this module, the following tools were analyzed

and studied to teach in an online manner: Powtoon, Edpuzzle, Flipgrid, Nearpod, Liveworksheet, Kahoot, Padlet, Flippity, and Classroomscreen app.

The following activities were conducted by the students during this module.

Making an infographic



In this activity, Students elaborated an infographic to describe technological tools used in an online class. The infographic was based on the fundamentals of those technological tools when teaching a language.

Making a video on Flipgrid

In this activity, the students created a video with the characteristics of the technological tools. The purpose of this activity was to explain how to use tools like Edpuzzle, Liveworksheets, Flippity, and Flipgrid and how to apply them.



Making a Video in PowToon

After explaining what PowToon was about and its characteristics, students were asked to make a video explaining about advantages and disadvantages of the use of technological tools when teaching English.



Making a Demo Class Using Technological tools

This activity took place at the end of the module in which students were asked to make a presentation on educational products. Students prepared a demo class using technological tools in the development of a class.



Module III

Design of didactic Materials for Virtual Environments

In this module, participants learned how to use tools for the design of didactic materials for the teaching-learning of foreign languages in virtual environments. For example podcasts, online presentations, interactive images, etc. As a fundamental part of the culmination of this specialization, completed an integrative task through which they applied the competencies acquired during the three modules.

Elaboration of a Podcast

Students learned how to create and use a podcast with the use of Audacity and Soundcloud, with the purpose to be used in the classroom to help teach or illustrate an educational concept.



Elaboration of an interactive image

In this activity, students learned the fundamentals of image selection so that they could elaborate an interactive image with the use of Genially.



Creating a Google Site

In this part, students created a google site in which they had to add and link to the websites they worked with, also to evaluate the implementation with google classroom and how to apply them in an online environment.



Google Sites

Creating a Google Presentation.

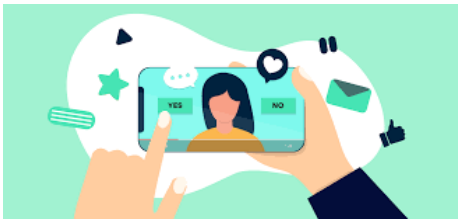
The students worked on google presentation adding interactive images and applying some characteristics learned during the module, the purpose of this activity was to demonstrate the good use and elaboration of presentation in google.



Google Slides

Elaboration of an Instructional Video.

In the development of this activity, the fundamentals of video creation were studied as also the software to make them. The purpose of this activity was to create an educational video and how to use it in the classroom with your students to help to teach or illustrate an educational concept.



V. ACHIEVEMENTS

In the development of the course of the specialization, it is important to mention that all the activities were designed for educational purposes only. So, there were some steps to achieve different skills when teaching and creating didactic material for online classes, but at the same time, one of the main goals reached was to show participants to manage effective way virtual environments through a wide range of tools for improving and present the information while they're in the process of learning.

To begin, Module I was centered on the practice of discussing in an academic Forum to know some points of view and comments of some participants of the course.

Another of the activities was focused on making an infographic, this is about summarizing a topic by the use of imagery and concepts from the simplest topics to the most complex ones in a creative way using regularly map minds and schemes for a better target readers' understanding. Now, the next step was creating a Virtual Classroom as well as the previous activities to include some materials and some simulations of online classes.

Next in Module II, again there was another example of making an infographic, and the content of this was concentrated on the most famous technological tools to be used in the creation of didactic material and some different sorts of resources at the time of teaching. After that, the activity was making videos on Flipgrid as well as making a Video in PowToon to show how a teacher can include the content and explanation of a part of a lesson innovatively and attractively due to the possibility of adding them as a part of a lesson.

To conclude this module students in team groups completed the task of taking a demo class using technological tools, this activity include a topic selected by each team using all of the tools previously worked along the module II to allow participants how much they were familiar with all the topics discussed in class.

In Module III, were included as the first activity the elaboration of a Podcast and each student on the platform of Sound cloud explained a specific topic with a brief explanation of the main points of it.

The elaboration of an interactive image in Genially constituted another alternative to present precise and adequate information for a specific topic to students in an interactive way using animation of different elements included in this platform.

The next step was creating a Google Sites using institutional g mail accounts of students and saving it in Google Drive, this includes also creating a Google Presentation. Also, participants completed the elaboration of an Instructional Video.

In the end, each team worked on the design of the Google site including all the activities produced during this module, and in the final class, they did a presentation to explain to the whole class the final product of the topics they had already included in the site. In brief, the main purposes of designing and creating materials and the management of virtual environments were reached as expected.

CONCLUSIONS

At the end of this report it can be said that nowadays, there are too many options of prepare lesson plans and a wide range of activities when teaching online or face-to-face courses. There are a lot of technological tools and platforms for free or pay on the internet with some innovative features that fit perfectly to create activities, games for learning, sites, interactive content, virtual classrooms, and so on.

Management of virtual environments requires professors and adequate training to make the best use of the able resources. Furthermore, it is vital to be clear about the importance that TICs and new technologies have in today's world, so in this sense, some of the advantages for teachers as well as students is to have more enriched content and a variety of information to improve the learning-teaching process.

In a summary during this course of the specialization, there were tools to edit, improve and create didactic material from interactive images to a platform or a Google site to motivate students to get involved in the learning process.

VII RECOMMENDATIONS

The University of El Salvador, as part of the commitment acquired with the Salvadoran society to train integral and competent professionals, by offering the specialization course for teaching English in virtual environments, has carried out a necessary and very important task to complement the set of knowledge required for the students of the Foreign Language Department. This has been possible thanks to the use of new technologies and a wide range of technological tools available today. The students, although satisfied and grateful with what they have learned during this course, also have some suggestions for further improvement in some aspects which are mentioned below:

❖ **For the Foreign Language Department and the Authorities Of The School Of Arts:**

If at the end of the course with future students all content will be removed, it would be good to warn them so that they keep evidence of all activities, since the material used is no longer available on the virtual campus, thus making it difficult to collect data for the report, in case any of the work teams have any inconvenience and are late with the delivery of the report.

❖ **To the professors:**

It is good that they are making suggestions to the competent authorities and help to periodically update the contents or tools that stop working and be observers at the time of teaching the topics to detect what other elements can be included.

❖ **To the students:**

They should remain active throughout the course and then practice all the knowledge acquired to improve the contents of their area of work as professionals.

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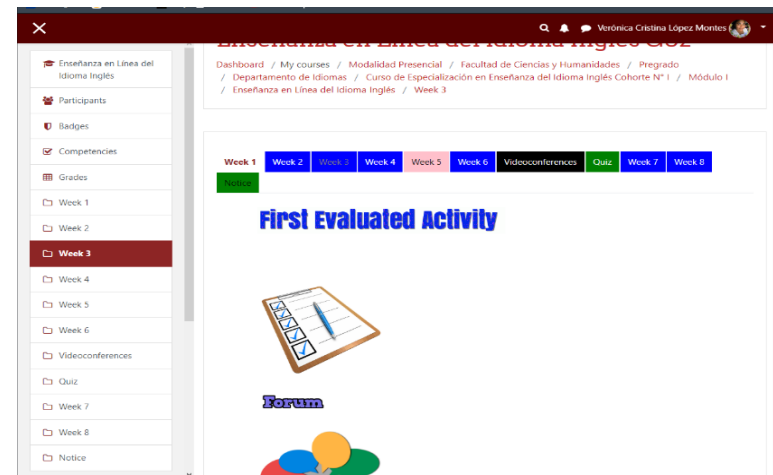
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IX. APPENDIXES

PHOTOS

Appendix 1: Module I, 2 Y 3



Enseñanza en Línea del Idioma Inglés

- Participants
- Badges
- Competencies
- Grades
- Week 1
- Week 2
- Week 3**
- Week 4
- Week 5
- Week 6
- Videoconferences
- Quiz
- Week 7
- Week 8
- Notice

Doubt Forum


Hello everyone,
How are you all? I hope everything is going well. I have created this forum for you to clarify your doubts. Remember that the doubt of one of you can be the same for others. So, use this space to clarify them.

Discussion forum

The Objective of this forum is to engage in meaningful and extended discussion with peers, taking into account the learning theories studied in class and their application to online English language learning.
Read the guidelines, please!
Remember that you have to **select the corresponding group**.

Discussion Forum Grades


Dear students,
I have posted the grade that corresponds to the Discussion Forum. Please check your grade and rubric.



Enseñanza en Línea del Idioma Inglés

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Videoconferences
- Quiz**
- Week 7
- Week 8

Second Evaluated Activity



Infographics

Through this tool you should place the link to your infographics.
Due date: Friday, September 17, 2021.

Click here to access the guidelines

Forum

Enseñanza en Línea del Idioma Inglés G02

Dashboard / My courses / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N°1 / Módulo I / Enseñanza en Línea del Idioma Inglés / Quiz

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Videoconferencias Quiz Week 7 Week 8

QUIZ

Non-graded Quiz

→Videoconferencias Week 7 →


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Enseñanza en Línea del Idioma Inglés

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Videoconferencias Quiz Week 7 Week 8

Third Evaluated Activity



Virtual Classroom


Hello dear students,
 I have created this space for you to upload the **file in PDF format**.
 Remember that this file must contain 5 screenshots as detailed in class 6.
 Read again the guidelines and rubric.
 If you have any questions you can use the doubt forum.

[Click here to access the guidelines](#)

Enseñanza en Línea del Idioma Inglés

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Videoconferencias Quiz Week 7 Week 8

Fourth Evaluated Activity



Video Class Planning

Hello dear students,
 I have created this space for you to upload the **file in PDF format**.
 Please, read the guidelines, rubric and the example of a video class planning.
 Use the doubt forum to contact me.

[Click here to access the guidelines](#)
[click here to check the example](#)

Enseñanza en Línea del Idioma Inglés G2

Design of Didactic Materials for Virtual Environments G02

Área personal / Mis cursos / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N°1 / Módulo III / Enseñanza en Línea del Idioma Inglés G2 / Week 1

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Videoconferencias

Documentos importantes

Su progreso



Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Virtual Environments

January,

Si estás aquí Welcome back

Privacy policy

¡Bienvenido de nuevo!

Syllabus Module III

Avizos

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

FIRST EVALUATED ACTIVITY

Podcast

Doubt Forum

Podcast

Hello dear students:

This is the space for you to upload your **file in PDF format** with all the Podcast information requested in the guidelines.

You should also submit in this space the **link to your Podcast hosted on SoundCloud**.

Due date: Saturday February 5, 2022.

[How to create a Podcast here](#)

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Design of Didactic Materials for Virtual Environments G02

Área personal / Mis cursos / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N° 1 / Módulo III / Enseñanza en Línea del Idioma Inglés G2 / Week 5

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Videoconferencias

Documentos importantes

Su progreso

SECOND EVALUATED ACTIVITY

Interactive Image in GMAIL

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Guidelines to design the second evaluated activity here

Second Evaluated Activity

Submit the link to your Interactive Image

Due date: Saturday February 19, 2022

Important!

Dear students, please watch the video on how to create a Site on Google. Create your Site individually, just as a personal practice. This will help you become familiar with the interface and all the options you can use.

Next Saturday you will show your Site in class.

Regards,

How to Use Google Sites - Tutor...

GOOGLE SITES FOR BEGINNERS

← Week 4

Week 6 →

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Design of Didactic Materials for Virtual Environments G02

Área personal / Mis cursos / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N°1 / Módulo III / Enseñanza en Línea del Idioma Inglés G2 / Week 6

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Videoconferencias

Documentos importantes

Su progreso

Video

Dear Students,
Please watch the following video. It is about **Color Theory Basics**

Color Theory Basics

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Color Theory Basics

Color Theory Basics

Check the Guidelines to elaborate the Final Task

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Environments G02

Área personal / Mis cursos / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N°1 / Módulo III / Enseñanza en Línea del Idioma Inglés G2 / Week 7

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Videoconferencias

Documentos importantes

Su progreso

BELIEVE

Third evaluated activity

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videoconferencias

Documentos importantes

Third evaluated activity

Google Presentation

Dear students,
I have created this space for you to upload assignment 3.
Please read the guidelines and if you have any doubts, you can write them in the doubt forum.
Due date: Saturday March 5, 2022

Check the guidelines to create your assignment **here**

Doubt Forum

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Videokonferencias

Documentos importantes

Assessment

Environments G2


Área personal / Mis cursos / Modalidad Presencial / Facultad de Ciencias y Humanidades / Pregrado / Departamento de Idiomas / Curso de Especialización en Enseñanza del Idioma Inglés Cohorte N° 1 / Módulo III / Enseñanza en Línea del Idioma Inglés G2 / Week 8

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 **Week 8** Videokonferencias

Documentos importantes

Su progreso

FOURTH EVALUATED ACTIVITY



Dear students.

Please watch this video which shows excellent recommendations for recording your video with your smartphone.

Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8


Videokonferencias

Documentos importantes


Assessment

Dear students.

Please watch this video which shows excellent recommendations for recording your video with your smartphone.



And I also invite you to watch the following video on how to use OpenShot



Enseñanza en Línea del Idioma Inglés G2

Participantes

Insignias

Competencias

Calificaciones

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7


Week 8

Videokonferencias

Documentos importantes

Assessment

if you don't know how to upload videos on Youtube, you should watch the following video



Link to download OpenShot

Dear students

Click on the link to download OpenShot

Doubt Forum

TASK 4 (VIDEO)

Dear students.

Please read the guidelines to do your **fourth evaluated activity (video)**. [Share the link here.](#)

Due date: Friday, March 11, 2022

Please, check the Guidelines to create your video [here](#)

Sample videos

PROGRAMS OF THE COURSE

Appendix 2: Module I



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



Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

- 1.1 Module 1:
- 1.2 Code: **EDIII14**
- 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: **August 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 :
- MsE. Blanca Alicia Menjivar González
Licda. 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.

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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%)



Act
ve a

Time Table

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	<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
2 Saturday 28th Monday 30th - Wednesday 1st	<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
3 Saturday 4th Monday 6th - Wednesday 8th	<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
4 Saturday 11th Monday 13th	<ul style="list-style-type: none"> Learning Management Systems (most common ones) 	<ul style="list-style-type: none"> Infographic Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	<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
6 Saturday 25th Monday 27th - Wednesday 29th	<ul style="list-style-type: none"> Learning Management Systems - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> Create a Virtual Classroom Forum to answer questions or clarify doubts
7 Saturday 2nd Monday 4th - Wednesday 6th	<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
8 Saturday 9th Monday 11th - Wednesday 13th	<ul style="list-style-type: none"> Demonstrative class (MEET) 	<ul style="list-style-type: none"> Forum to answer questions or clarify doubts

Act
ve a

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
- Marjorie Vai and Kristen Sosulski (2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning. Using Technology in and Beyond, McMillan Publishers.

WEBSITES

- <https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>
- <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>
- <https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>



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



PROGRAM

1. 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 Damisia 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.

Appendix 3: Module II

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 16 th to Friday, October 22 nd , 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 23 rd to Friday, October 29 th , 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 30 th to Friday, November 5 th , 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 6 th to Friday, November 12 th , 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 13 th to Friday, November 19 th , 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 20 th to Friday, November 26 th , 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 27 th to Friday, December 3 rd , 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, December 4 th to	Demo class using technological tools	- Demo class using technological tools

Friday, December 10th,
2021

- Question and answer forum

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.

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%

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 estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

****Artículo 150**

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

BOOKS

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/>

Appendix 4: Module III

  <p>UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGES DEPARTMENT</p> <p>Module III Syllabus</p> <p>January, 2022</p>	<p>1. GENERAL INFORMATION</p> <p>1.1. Module 3: Design of Didactic Materials for Virtual Environments</p> <p>1.2. Code: DIM314</p> <p>1.3. Pre-requisite: None</p> <p>1.4. Academic Credits: 3</p> <p>1.5. Target Population: Students who have concluded their academic courses</p> <p>1.6. Month and Year: January- March 2022</p> <p>1.7. Major Academic Unit: Foreign Languages Department</p> <p>1.8. School: School of Arts and Sciences</p> <p>1.9. Module Term: 8 Weeks/ 2 Months</p> <p>1.10. Hours per Module: 60 Hours</p> <p>1.11. Professors: MEVA. Sey Danisia Najarro de Alvarado MsDi. Juan Antonio Flamenco Flamenco MsE. Blanca Alicia Menjivar González</p>
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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 group will have to choose a topic for a subject of the English area. The topic should be broad so that there can be subtopics for each group member.

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 	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 	Creating a Google presentation
Week 7 y 8	<ul style="list-style-type: none"> ❖ Fundamentals of video creation ❖ OpenShot working environmen. 	<ul style="list-style-type: none"> ❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for elaboration of evaluated activities 	Elaboration of a video

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Monday, January 17 th to Saturday, January 22 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 Monday, January 24 th to Saturday, January 29 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 Monday, January 31 st to Saturday, February 5 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 Monday, February 7 th to Saturday, February 12 th , 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 Monday, February 14 th to Saturday, February 19 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 Monday, February 21 st to Saturday, February 26 th , 2022	<ul style="list-style-type: none"> ❖ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Monday, February 28 th to Saturday, March 5 th , 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 Monday, March 7 th to Saturday, March 12 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.

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.

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 in groups of 4 students (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.

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

Artículo 151

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

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

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

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

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

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

***Appendix 5: Activities of Modules 1, 2, and 3
Infogrames***

Learning Management Systems (LMS)

Designed by Verónica Cristina López Montes.

1. WizIQ



The main features of this LMS include

1.

- WizIQ app is available for Android and iOS, so learning can be portable and accessible 24 hours a day on personal devices.
- It also allows for the creation of learning materials.
- Class performance measurement with attendance and course completion reports.

-And it also enhances course content.

2.

- Virtual classroom.
- Online course creation.
- Quizzes and assessments.
- LMS eCommerce
- eLearning Analytics

3.

- Also allows the creation and sale of online courses.
- Creating and selling interactive courses to be consumed for self-paced or live classes.

4.

- Online tutoring
- Easily create MOOCs
- Enroll students from all over the world and generate an additional source of revenue with MOOCs.

2. Schoology

Main features



1.

- It is a state-of-the-art learning management system (LMS) and social networking tool.
- It also allows for advanced analytics.
- Automated grading system and performance-based analytics.
- Online grading system updates automatically.
- Also features calendars, messaging and personal/shared content.
- Centralizes online educational activity.
- Collaboration-based interface.

2.

- Also allows for the creation of custom applications.
- Curriculum management.
- Global community for resource sharing.
- Instructor tools for course creation and management.
- Open access integration platform
- Resource and instructor clearinghouse.



Learning Management Systems (LMS)

3.



This platform helps teachers to:

1.

- Create classes and submit assignments.
- Communicate with students
- Grade coursework
- Post comments.

-It also streamlines repetitive tasks so educators can focus on teaching.

-Thanks to its Material Design, everyone can log in on any device using any modern browser.

2.

- Google Classroom is also available on Android and iOS for students on the go and allows them to access the platform from computers, tablets and smartphones.

3.

- While not as full-featured as other LMSs, its integration with Google's other products makes it a powerful platform.
- It allows users to provide feedback through comments on documents.

4.

- Users can create Google Docs to manage assignments, post YouTube videos and attach files from Google Drive.

4. Moodle

1.

- Moodle has long been a free and open-source learning platform.
- It is less modern and elegant than its competitors, for which you have to pay, but it makes up for it with the robust features that make it a great choice for any academic institution.
- This LMS is fully customizable and extensible to fit your needs perfectly.
- Thousands of community-developed plugins will also allow adding new functionality.



- In addition, it adapts perfectly to NextCloud, Google Apps, Microsoft Office 365, etc.
- At first it was difficult to use and overwhelming to configure for some administrators due to the technical knowledge required during setup.
- It also required its own server.
- The release of MoodleCloud, makes it easy to start using it without the setup and server.
- As with the paid options, all you have to do is sign up, and you can start creating and publishing classes.

MOST USED

Technological tools for teaching languages.

Flippity

flippity

Easily turn a Google™ Spreadsheet into a Set of Online Flashcards and Other Cool Stuff such as Word Search, Online Flashcards, Memory Match Game, Trivia Game Show, Random Name Picker, Spelling Word, Manager, Crossword Puzzle, Bingo Game.

PADLET

It allows you to make beautiful boards, documents, and web pages that are easy to read and fun to contribute. It also lets you supervise students as they write things.



KAHOOT



It is a free game-based learning platform that makes learning fun, with Kahoot you can create your own quizzes and analyze the score at the end.

CLASSMARKER

ClassMarker's secure, professional web-based testing service is an easy-to-use, customizable online test maker for business, training & educational assessment with Tests & Quizzes graded instantly saving you hours of paperwork.



Powtoon

It is useful to make animated explainer for free with PowToon; it also, allows to make cool animated explainer videos; and make animated presentations.

Designed by: Verónica Cristina López Montes.

Google Classroom and the Google site



+ Crear



Google Calendar



Carpeta de Drive de la clase

Todos los temas



The origin of language

Última modificación: 12 mar

Discussion forum



Quiz about The divine source podcast

Última modificación: 11 mar

Discussion forum



What is your opinion about the theories of o...

Última modificación: 11 mar





Profesores



Sey Danisia Najarro



Joel Balmore Salinas Melara



Leydi Melani Rodríguez Pérez



Luis Alejandro Piche Raimundo



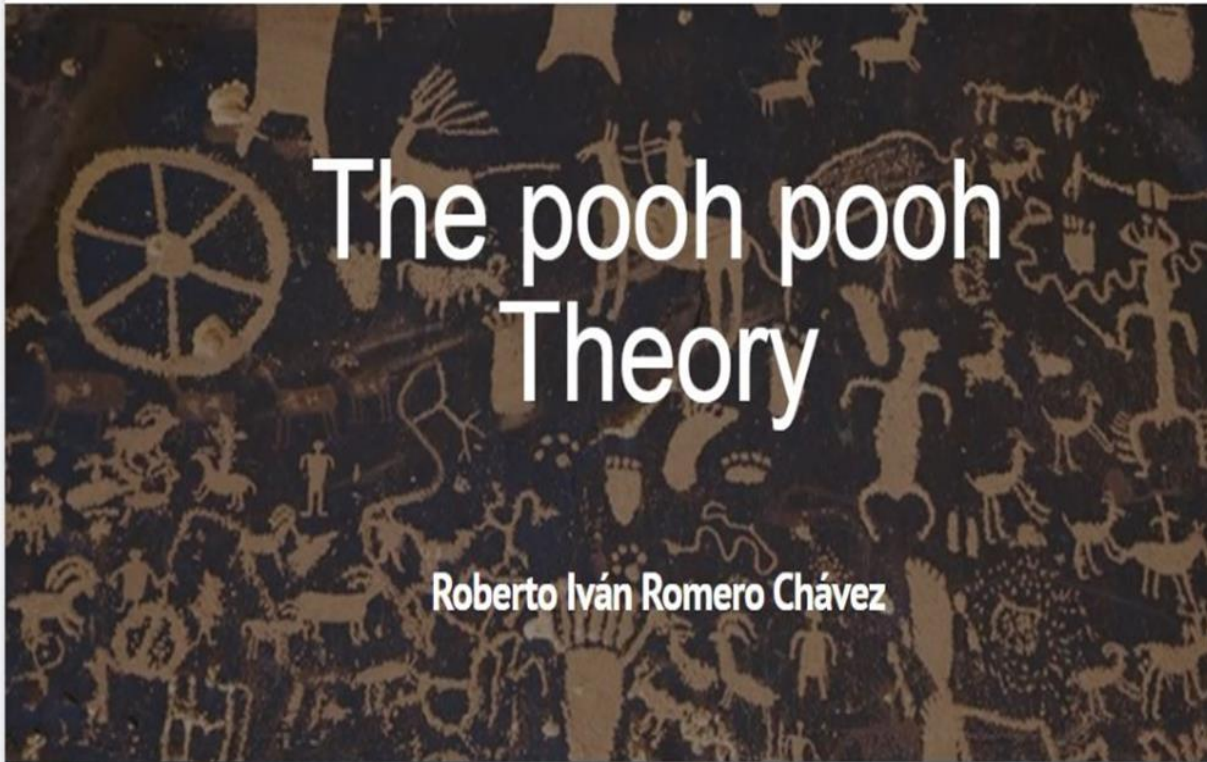
Roberto Iván Romero Chávez



Ver menos

Alumnos





Let's start!



Cuadro de texto



Imágenes



Insertar



Drive

Grid of content block templates including options for text, images, and columns.

Grupo que se puede




padlet

☆ CLONAR ➔ COMPARTIR ⚙ ... 👤

Roberto Iván Romero Chávez · 4me

The pooh-pooh theory

Do you agree with the idea of Pooh Pooh theory and its origin with the use of involuntary exclamations?





Meet

Unirme

Visible para los alumnos

Código de clase

3noxbpm



Anuncia algo a tu clase



Roberto Iván Romero Chávez ha publicado una nueva tarea: The origin of language
12 mar (Última modificación: 12 mar)



Luis Alejandro Piche Raimundo
11 mar



You have done an excellent job so far. Before you go let's do a quick review and see how well has the information gotten to you !!



Listen carefully

In the following audio we are going to listen to some relevant aspects about the Pooh Pooh theory and the main idea about what it is about.





The origin of language



Cambiar imagen Restablecer Tipo de encabezado

Insertar Páginas Temas

Insertar

Cuadro de texto Imágenes

Insertar Drive

BLOQUES DE CONTENIDO

Grid of content blocks for insertion, including text, image, and table layouts.

Grupo que se puede