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

TITLE:

THE MOST COMMON APPLICATIONS IN LANGUAGE LEARNING
LAS APLICACIONES MÁS COMUNES EN EL APRENDIZAJE DEL IDIOMA

PRESENTED BY:	**CARNÉ:**
NELSON ESAÚ MORALES GARCÍA	(MG13122)
MARÍA GUADALUPE AQUINO SÁNCHEZ	(AS15022)
GABRIELA JANETH CORADO REYES	(CR13107)

FINAL REPORT OF THE SPECIALIZATION COURSE:

ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DE IDIOMAS EXTRANGEROS

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND ENGLISH AND BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING

SPECIALIZATION PROFESSOR

MAGISTER BLANCA ALICIA MENJÍVAR GONZÁLEZ

GENERAL COORDINATOR OF THE GRADUATION PROCESS

MAGISTER MIGUEL ÁNGEL CARRANZA CAMPOS

UNIVERSITY OF EL SALVADOR, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL SALVADOR, CENTRAL AMERICA, FEBRUARY 2023.

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR:
MAGISTER ROGER ARMANDO ARIAS ALVARADO

ACADEMIC VICE-RECTOR:
DOCTOR RAÚL ERNESTO AZCÚNAGA LÓPEZ

ADMINISTRATIVE VICE-RECTOR:
INGENEER JUAN ROSA QUINTANILLA QUINTANILLA

GENERAL SECRETARY:
INGENEER FRANCISCO ANTONIO ALARCÓN SANDOVAL

GENERAL ATTORNEY:
GRADUATED RAFAEL HUMBERTO PEÑA MARÍN

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN:
MAGISTER OSCAR WUILMAN HERRERA RAMOS

VICE-DEAN:
MAGISTER SANDRA LORENA BENAVIDES DE SERRANO

SECRETARY:
MAGISTER JUAN CARLOS CRUZ CUBIAS

AUTHORITIES OF THE DEPARTMENT OF FOREING LANGUAGES

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT:
MAGISTER ANA GRACE GÓMEZ ALEGRÍA

GENERAL COORDINATOR OF THE GRADUATION PROCESS
MAGISTER MIGUEL ÁNGEL CARRANZA CAMPOS

SPECIALIZATION PROFESSOR
MAGISTER BLANCA ALICIA MENJÍVAR GONZÁLEZ

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ABSTRACT

The report of this document presents a small summary of all the topics studied during the specialization course. Everything presented during this course was focused on the reality that we have experienced since the COVID-19 pandemic: virtual classes. In the development of the course, it was possible to learn the use and management of the platforms and how to take advantage of the technological resources in order to have a better quality in online teaching. With the arrival of the pandemic, our country, as well as many countries around the planet, faced a situation that no one was prepared, especially in education. That was one of the main reason the course the course focused on training and learning the management of each virtual platform, recognizing online classes are an alternative for this type of situation. Likewise, the course helped on knowing and learning about technologies that can be used at the moment of teaching the English and French languages, that are the ones we as students learnt during the career. In addition, during the curse was taught how technology offers an easy way to keep a record of didactic material, either in a face-to-face or online classes.

Key words: Technology; virtual classes; platforms; pandemic and language.

I. INTRODUCTION

The world faced one of the worst pandemics of the 21st century, which caused drastic changes in the daily lives where many countries were not used to or even they didn't know how to handle it. In addition, this situation affected different areas, and in our country one of the most outstanding has been education, at all levels. Sadly, El Salvador, one of the many countries, was not prepared for online education. However, as each country managed the situation in a different way, our country was not the exception and a way was found not to leave education aside and found the best ally that is technology.

After a year of studying from home, the need of training teachers about technology was very important to be able to teach with digital tools in classes, and students using different applications to develop their knowledge. However, the University of El Salvador took the opportunity to teach a specialization course focused on teaching online called " Administration of Virtual Environments for the Teaching and Learning of Foreign Languages" where future graduates may be able to teach using different tools that help the modern development of learning through the use of different virtual platforms.

The module was made up of six months, divided into three modules, all focused on discovering, learning and using different tools that contribute to modern online learning. That is why this work will be focused on showing what was carried out and learned during six months to offer a better option for teaching in virtual modality.

II. OBJECTIVES:

GENERAL:

To explore different technological and educational tools that can be used in virtual classes, how useful and productive they were during the online teaching to motivate students and create a more dynamic environment.

SPECIFICS:

- To know the uses of applications that can be shown in virtual classes.

- To evaluate the best educational websites to offer a better academic environment to students.

- To learn how the didactic material can be presented in virtual classes through websites or apps.

III. THEORETICAL FRAMEWORK

HISTORICAL BACKGROUND

Over time, education tries to keep improving its features in order to be up-to-date in areas like technology and society; though, that improvement seems to be not at all necessary in an educational system that keeps going through the pass of the years.

It was just the year 2019, when a virus appears in a region of china, specifically in Wuhan, at the very beginning it looks like another controllable virus but it doesn't was the case and the virus keep moving forward, in a rapid spread way, to the point that OMS stated emergency healthy worldwide, due the lethality, stopping, literary, the world in all areas; economy, society, and also education.

All the activities that involve physical contact were avoided in order to try to control the pandemic, the economy went down, the traditional education was suspended, nobody was prepared for that situation.

Despite the cons, every country does its best to revert or control the situation. In the educational domain, it had decided to continue in a virtual way. Because it looked like a good choice, due to the improvements that had come with the digital age, but not all the countries counted with it.

In this context, underdeveloped countries, like ours, where there exists a deficient digital access and not everybody has access to a computer. It represents the biggest challenge in our educational system. Not only for the government or the country itself, but also; for the teachers that must reinvent the way they teach and for the learners that must adapt quickly to the digital environments.

In short, nobody was really prepared for the biggest change that the pandemic had represented, but the fact is that the digital age arrived to stay and improve what it was established. In that way, everyone should prepare himself to adapt quickly, not only; to the new way of learning and teaching, but also, to be familiarized with all the new educational activities.

TECHNIQUES AND STRATEGIES

E-LEARNING THEORIES:

An e-learning theory is about creating educational technology used to promote effective learning by reducing extraneous cognitive loads and managing pertinent loads at student´s appropriate levels. *(Clark, R.C & Mayer, R.E (2016)." E-learning and the science of instructions: proven guidelines for consumers and designers of multimedia learning".*

BEHAVIORISM:

Behaviorism, the one of more important theories, proposed by J.B Watson and B.F Skinner, states in a few words that the students react or behave to the environment to which they are exposed and it works better when the students get praise. According to what was mentioned before, the traditional way of learning looks to fill exactly to this theory. But also, the digital way of learning can easily be adequate to this theory without problems. Because, both of them, the teacher could create an own environment with their students in order to facilitate or improve the learning and in the same way the teacher can give the praises to motivate his learners.

COGNITIVISM:

This theory, mainly introduced by Jean Piaget and Lev Vigotsky, argues that the learners receive and stock the new knowledge acquired, so that they can utilize in the future to assimilate or create a new knowledge useful for their lives. In traditional learning the way that teachers present that knowledge is based only in books and the knowledge acquired by him, moreover, for students, it's hard to verify at the moment. Whereas; in digital

learning it is very easy to receive and scan the information or knowledge presented by the educator, so the pupils can select and keep it with them. Consequently, the knowledge stoked by them is more useful for their living needs.

CONSTRUCTIVISM:

According to that theory the knowledge is based on knowledge and it depends on every single learner the way they build that knowledge. In order to do that, both traditional learning and digital learning are good ways to apply it. Because, in both cases, the learners have to share their knowledge with their classmates. Since, they interact by making groups, video callings etc. The learners are able to build his own knowledge. Also, in digital learning, when students don't know how to use a device or digital tool, they are pushed to learn to use it. In that way, they are acquiring new knowledge to be able to acquire another one. All of this leaves the personal beliefs and experiences.

CONNECTIVISM:

One of the most recent theories of learning, but it is one of the most important, by the fact that it proposes a different way of learning. The main idea of that theory it's about the fact of making connections with different sources of knowledge and continuing to do it; In order to create knowledge. That theory seems to be adequate for traditional learning and digital learning but there is a difference from others. The difference is that, in traditional learning, teachers are a guide for students to be able to create their knowledge providing an adequate environment. On the contrary, in digital learning, Connectivism provides a unique way to create, by the students himself, his own learning experience.

SYNCHRONOUS AND ASYNCHRONOUS TEACHING:

SYNCHRONOUS:

Synchronous teaching permits learners to engage with class materials at the same time as they can connect to the internet. This allows students to immerse and surf in a structured learning environment without going out of home.

Mostly synchronous classrooms are characterized by using web and videoconferencing technologies, like Google Meet, or Zoom, to create learning spaces. Teachers prefer synchronous classes over asynchronous ones because the format allows creating a conversational approach, especially if the material requires instant feedback or discussion**.**

ASYNCHRONOUS:

Asynchronous classes offer learners the choice to study in a self-paced manner. Students can connect with materials, and instructors on their own schedules, often over an extended period of time. Teachers may prescribe an order of operations for the materials, but learners can often choose how much or how little time they spend in each area.

Asynchronous online classrooms use forums and message boards to keep a running dialogue between participants. They also incorporate self-guided lessons, workshops, and shared files. Many students find asynchronous environments more comfortable for certain types of learning, though participation expectations may actually be higher in this format than in others.

E-LEARNING:

E-learning is a modern education technology, where students can learn and enjoy the process of education. It is possible to anyone who has the desire to study no matter their location, due to its flexibility, e-learning let the student to study at his or her convenient time, online learning has a great relief not only to students but also the lectors who don't have to follow a routine to offer or receive knowledge.

As Chen Z. (2004) said, everyone can do it anywhere at any time. Adequate research materials are available online, and the students will have a variety to choose from, which will improve the quality of their education. The internet is generally a connection network, and through this facility, students can interact with different lecturers and students, which will enhance the sharing of ideas and in turn giving them educational satisfaction.

LEARNING MANAGEMENT SYSTEM:

An LMS is software that helps you create, manage, organize, and deliver online learning materials to learners. Learners can be school students, vocational training students, college students, university students. That is, anyone interested in learning and accessing learning materials on a device, predominantly across the internet.

Below are listed some of the benefits:

- ✓ Unlimited access to learning content anytime and anywhere
- ✓ Stay on top of required training
- ✓ Increase knowledge engagement
- ✓ Boost knowledge retention
- ✓ Improve work performance

EDUCATIONAL TOOLS: Any program, app or technology that can be accessed via an Internet connection and enhance a teacher's ability to present information and a student's ability to access that information.

FLIPGRID: It is a tool in which teachers and students can interact with videos. The app offers several options to create videos such as filters, backdrops, frames, stickers etc. In addition, this app can be adapted to improve the vocabulary, pronunciation and for encouraging students to practice the language.

LIVEWORKSHEETS: This is an interesting app since it allows you to give life to sheets, exams or any material that teachers want to use in virtual classes. As well, it helps to motivate students to complete exercises in a funny and interactive way. Moreover, the app offers options to create dropdowns, join answers, drag and drop, add audio to exercises, select etc. these options help to be creative in the moment of evaluating students.

FLIPPITY: It is a website where teachers can find different activities, games that can be easily adapted to activities in the class, the majority can be used by asking questions and students should answer in a funny way.

EDPUZZLE: It is a website in which teachers can use some videos and transform into text and recreate some video-audio exercises and it helps students to pay attention and understand what the video is about.

POWTOON: This is a friendly website that helps to create animated videos and can be used in virtual classes to explain a specific topic or even students can use to complete homework that may be assigned during the class.

NEARPOD: It is a tool that allows the teachers to incorporate activities during the classes, such as multiple choice quizzes, interactive videos, writing and sound activities etc., a great tool to interact and learn with students.

PADLET: This is a website where teachers can handle like a virtual “bulletin” board, in which students and teachers can collaborate, reflect, share links and pictures, in a secure location.

KAHOOT: It is a platform that allows users to interact, share and play learning games or trivia quizzes in minutes. It is an effective site since students love games and it is an easy way to retain information taught during the course.

CLASSROOMSCREEN: It is an online tool that helps teachers to show information for any lesson during the class in a clear way (is similar to a physique board)

QUIZIZZ: This is a platform that offers different tools to create a classroom fun, interactive and engaging. Teachers can create their classes, create a trivia quiz, it is similar to Kahoot but quizzes offer some better options in order to motivate students to answer correctly and giving some chances to redeem theirs answers.

WORLDWALL: This website is an interactive tool for students and contains a group of words that can be used during writing and reading sessions.

PEAR DECK: It is a website that allows online learning to be interactive and fun. It makes class presentation way more engaging and exciting. It tracks progress of students.

IV. DESCRIPTION OF ACTIVITIES

MODULE I

The first module was focused on the fundamentals of online education and its application to the English language Teaching, specifically on virtual modality. The first two weeks were used to provide general information such as class rules, introducing ourselves, to know a little bit more about the topics that we would be studying during the course, talking about theories of learning, and how distance education was introduced; examples: radio, television, internet, etc. Also, we learned about E-learning and the macro skills focused on distance education. Besides that, there was online practice, where we as students had to participate in an Academic Forum, where we had to write about advantages and disadvantages of distance education.

During week three and four, the teacher introduced the topic about Learning Management System (LMS) referring to the definition, feature and the most common LMS. Also, provided extra material such as: videos, and reading material in order to increase the knowledge about this topic. During that time, the first activity was assigned. Students had to create an infographic on Canvas, where they had to choose four Learning Management Systems with their short definition and their features. Then, it had to be converted to PDF file and be shared through campus.ues.edu.sv.

During week five and six, students learned about educational platforms and their use for online asynchronous learning such as the way to use Google classroom platform. Students watched a video in order to know how to create one and the purpose of it. Based

on that information, the teacher assigned the next activity, that was about how to create an English course on Google Classroom. Where students had to select a macro skill or sub skill and with that create material (videos about the topic, PDF files, etc.), quizzes, and or assignments so they uploaded on the platform. Additionally, students were able to create a course in real time on Google Classroom, before the activity.

The weeks seven and eight, were the last classes to conclude module I. In those classes, students learned about how to use some platforms of video conferences such as Zoom, Teams, and Google Meet. Those platforms are useful to teach online classes, so the teacher provided material about how to use them. Then, students focused on the use of Google Meet and because the teacher assigned an activity about a demonstrative class, where they had to work in groups of 4 and create a lesson plan with the activities scheduled that each member of the group was in charge of. Then, each group proceeds with the class and the teacher decides who has to participate as students to participate in each demonstrative class. And at the end of each demonstrative class, the teacher was asked questions about observation of each group (if the activities were according to the level that each group chose, etc.) and with that the first module was concluded.

MODULE II

In the second module the main topic was about applications for Learning a Foreign Language in the virtual modality. Module was designed to get knowledge of different tools such as: Liveworksheets, Nearpod, Padlet, Kahoot, Powtoon, Flippgrid etc.

At the beginning, it was a review about all the apps or tools that exist and can be used during classes. Students were asked to get into some websites to have an idea and also to probe if some of the students knew the apps. Then, students got deep information about the apps, how to use them, and scenarios during the class. After that, the first evaluation took place, it was about creating an infographic on Canva website that contained information about uses of technology tools, it was requested to upload to the campus.

Then, during the third and fourth week, students receive more information about specific tools, some videos to know how to use it, alive demonstration for learning the functionality and then, it was assigned the second evaluation that was about creating a video describing some tools that were taught it was requested to use Flipgrid, it was necessary to record themselves explaining the functions of two learning tools.

In addition, students continued learning different tools and the third evaluation took place, this time it was another video but using the Powtoon's tool and it was about the advantages and disadvantages of the use of technological tools during the virtual courses.

During the two last weeks, students got the last evaluation that was about a demo class using one of the technological tools. It was in groups of five and they assigned a specific topic, then each student chose a tool to explain and perform an activity using them.

And it is as the module II finished, learning several tools that can be totally used on virtual classes, the only thing will be that students should adapt every tool on classes or topics that are being taught.

MODULE III

On this module, students were able to learn how to use some different web tools for interactive educational material, students were asked to create podcast, online presentations, interactive images, videos and the main and interesting task was creating a google site linked to the Google Classroom that was created on the first module, it was assign individually and students created a course to a determine level and the challenge were to create a complete course as if students were teachers.

On the other hand, students learned about the use and creation of podcasts and editing audios using Audacity and SoundCloud. Then, the students developed the first evaluation that was individually and was about the creation of a podcast with an educational topic, students could learn how to use both programs and base on that created the assignment.

Furthermore, students had learnt how to use Openshot, it was about creating videos and editing. So, students were motivated to create an instructional video and apply what they learnt about this tool.

In addition, students were learning about how to create interactive images and about the creation of Google sites. Students learnt how to use Genially, which is a website that helps to create interactive images and they got the assignment number three and it was necessary to select a topic that could be taught to students and develop different interactive spaces for them.

In the final task, students were instructed how to create the Google Site, by choosing a topic linked to the Google Classroom that was created at the beginning of the course. It was a motivational assignment since students took the role of a professor and created a space as if they were a teacher ready to teach. This task helped to develop different skills in order to teach in a better way. The task has two parts, upload it at the UES campus and the other part to explain the website in class in order for the other classmates to learn and see what everyone had created.

During the course, it was necessary to work on the draft of the final project, students should present a draft and at the end of the course the complete document, it helps to complete the last step of the specialization and has the right to get the diploma, and that is how the last course finished.

V. ACHIEVEMENTS

In this course, the work's team had learned how the process of evolution began and rose about the educational learning management system; at the same time, the benefits and advantages that come with it. Also, what was the impact of the pandemic and how it had contributed to boost the e- learning with all the tools that are designed to teach.

On the other hand, the group had acquired knowledge about how to use the learning management system, for educational purposes, at the same time that the team had learned to create it in a demonstrative class including some basic tools.

In addition, the team has obtained the experience of work with online tools that are popular and free (some other with some optional cost) creating contents for different levels of learning or learners.

Also, the squad had learned to design their own website, where it could include any of the online tools studied during the whole course, in a way of creating an all included web for delivering online classes.

Finally, the group of work had developed knowledge to deliver synchronous and asynchronous classes for virtual environments.

VI. CONCLUSION

As a team, we conclude that due to the pandemic happening in 2020, we could improve the educational system and with the time, we could learn useful apps in order to continue with the improvement of online learning. And also this benefit not only was for students, but also for teachers that were using the traditional teaching process. Additionally, we noticed that this facilitates the learning process for all students, providing access to online classes everywhere, especially for students who live far away from the university, and at the same time we conclude that teachers are not only trained to manage video conferencing apps, but also use different technological tools to provide a good learning experience practicing with different apps.

All this can work together to improvise the knowledge, skills of educators. Tools and data systems can be integrated seamlessly to provide information on student learning progress beyond the static and dated scores of traditional assessments.

Another point that we took into consideration in our conclusion, is that the specialization courses for the graduation process focused on Technological tools, is pretty useful for us as students who are about to graduate and pursue a career in teaching can be well prepared not only for traditional classes, but also for online learning and the application that can be useful for students and with this success in our professional life.

VII. RECOMMENDATION

As a team we would like to provide some recommendations for facilitators and students so they can keep improving their knowledge and skills about the use of technological tools. In this case, the recommendations are based on our experience with the specialization course:

- ✓ Teachers can keep updating their knowledge about technological tools, taking courses based on that, so they can be able to avoid lack of knowledge on this to provide an online class.
- ✓ The authorities of each educational institution can provide to students the necessary tools and a good training so they can be well prepared about the use of technological tools.
- ✓ Teachers should motivate their students to use the educational tools and apply them in their learning process, not only for the situations where the teacher requests the use of it.
- ✓ Teachers can apply the use of technological tools not only in the specialized courses but also in Didactics I, II and III so students can be well prepared for the specialized course at the end of the major.

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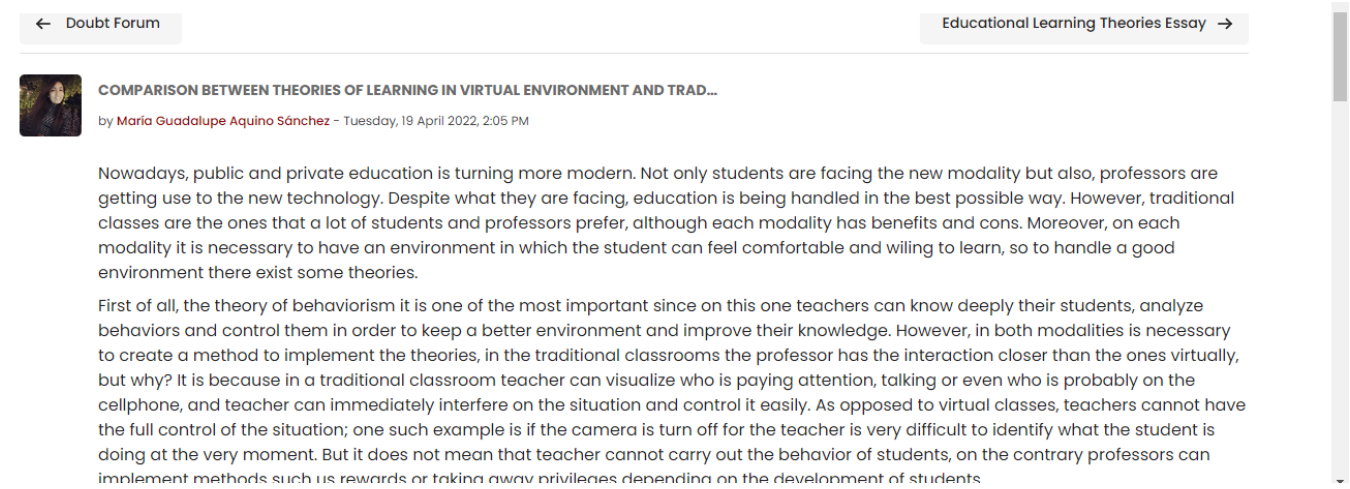
IX. APPENDIXES

FORUMS:



← Doubt Forum

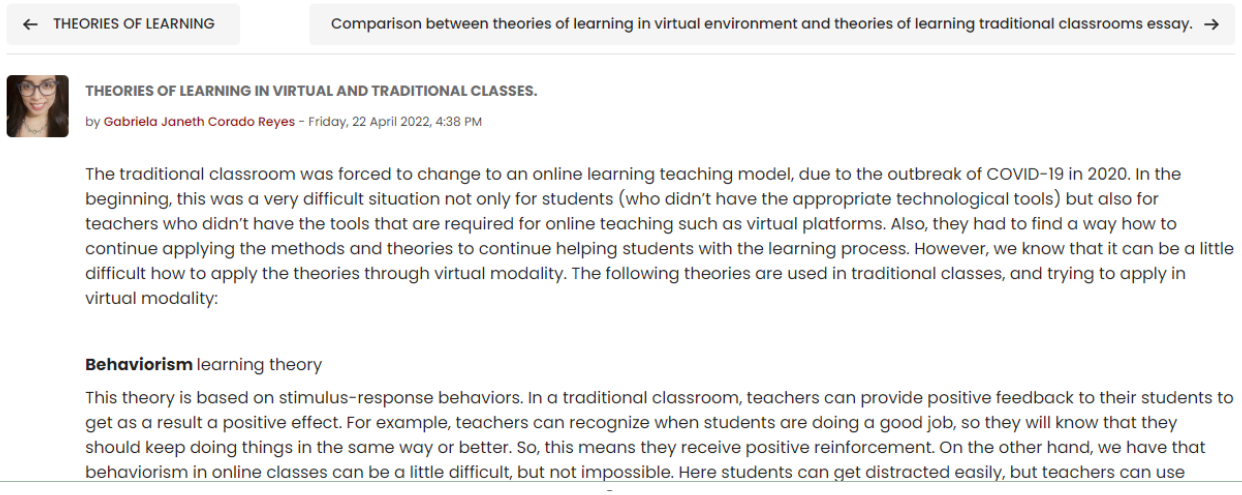
Educational Learning Theories Essay →

COMPARISON BETWEEN THEORIES OF LEARNING IN VIRTUAL ENVIRONMENT AND TRAD...

by María Guadalupe Aquino Sánchez - Tuesday, 19 April 2022, 2:05 PM

Nowadays, public and private education is turning more modern. Not only students are facing the new modality but also, professors are getting use to the new technology. Despite what they are facing, education is being handled in the best possible way. However, traditional classes are the ones that a lot of students and professors prefer, although each modality has benefits and cons. Moreover, on each modality it is necessary to have an environment in which the student can feel comfortable and wiling to learn, so to handle a good environment there exist some theories.

First of all, the theory of behaviorism it is one of the most important since on this one teachers can know deeply their students, analyze behaviors and control them in order to keep a better environment and improve their knowledge. However, in both modalities is necessary to create a method to implement the theories, in the traditional classrooms the professor has the interaction closer than the ones virtually, but why? It is because in a traditional classroom teacher can visualize who is paying attention, talking or even who is probably on the cellphone, and teacher can immediately interfere on the situation and control it easily. As opposed to virtual classes, teachers cannot have the full control of the situation; one such example is if the camera is turn off for the teacher is very difficult to identify what the student is doing at the very moment. But it does not mean that teacher cannot carry out the behavior of students, on the contrary professors can implement methods such us rewards or taking away privileges depending on the development of students



← THEORIES OF LEARNING

Comparison between theories of learning in virtual environment and theories of learning traditional classrooms essay. →

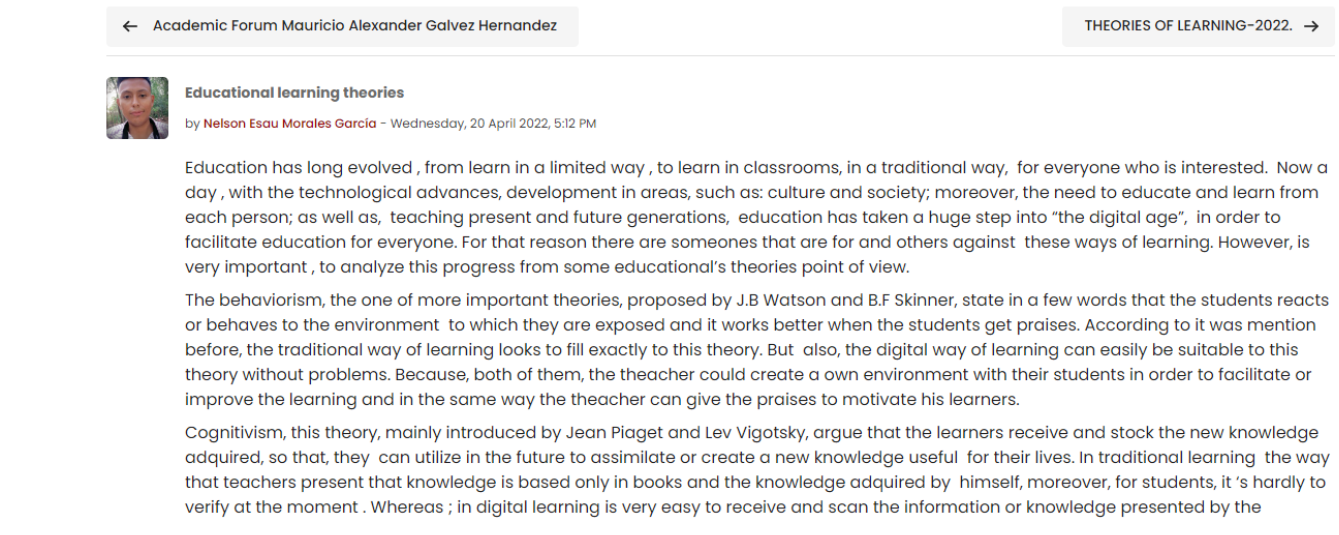
THEORIES OF LEARNING IN VIRTUAL AND TRADITIONAL CLASSES.

by Gabriela Janeth Corado Reyes - Friday, 22 April 2022, 4:38 PM

The traditional classroom was forced to change to an online learning teaching model, due to the outbreak of COVID-19 in 2020. In the beginning, this was a very difficult situation not only for students (who didn't have the appropriate technological tools) but also for teachers who didn't have the tools that are required for online teaching such as virtual platforms. Also, they had to find a way how to continue applying the methods and theories to continue helping students with the learning process. However, we know that it can be a little difficult how to apply the theories through virtual modality. The following theories are used in traditional classes, and trying to apply in virtual modality:

Behaviorism learning theory

This theory is based on stimulus-response behaviors. In a traditional classroom, teachers can provide positive feedback to their students to get as a result a positive effect. For example, teachers can recognize when students are doing a good job, so they will know that they should keep doing things in the same way or better. So, this means they receive positive reinforcement. On the other hand, we have that behaviorism in online classes can be a little difficult, but not impossible. Here students can get distracted easily, but teachers can use



← Academic Forum Mauricio Alexander Galvez Hernandez

THEORIES OF LEARNING-2022. →

Educational learning theories

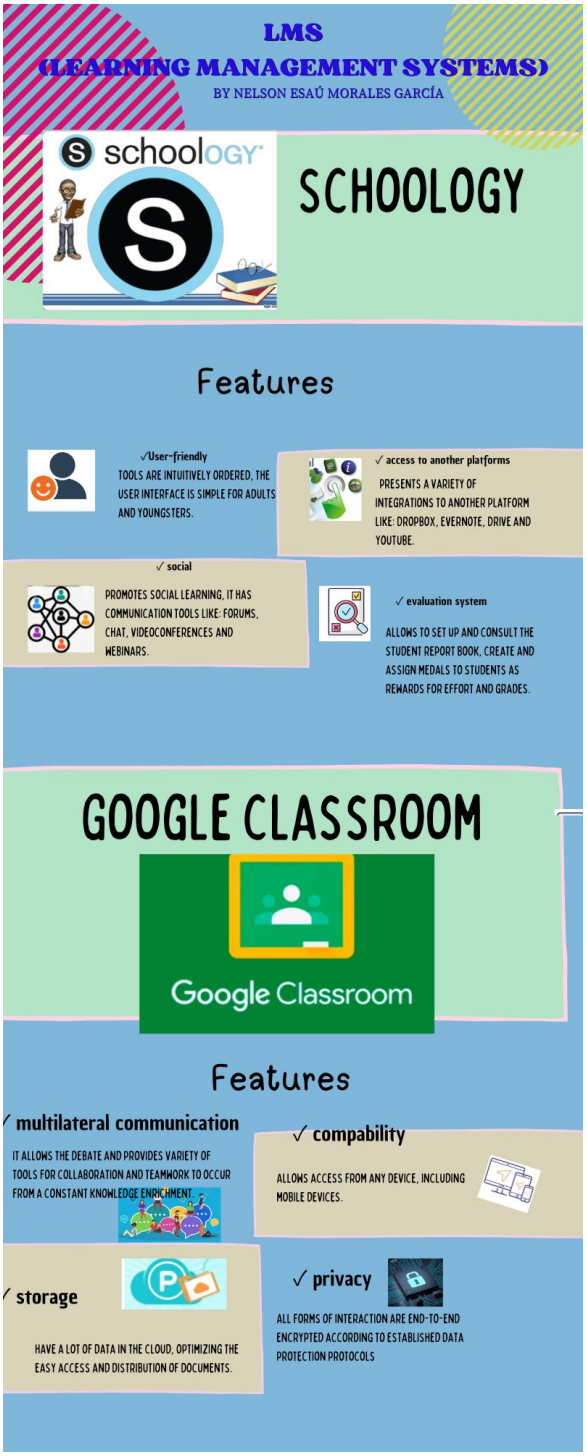
by Nelson Esau Morales García - Wednesday, 20 April 2022, 5:12 PM

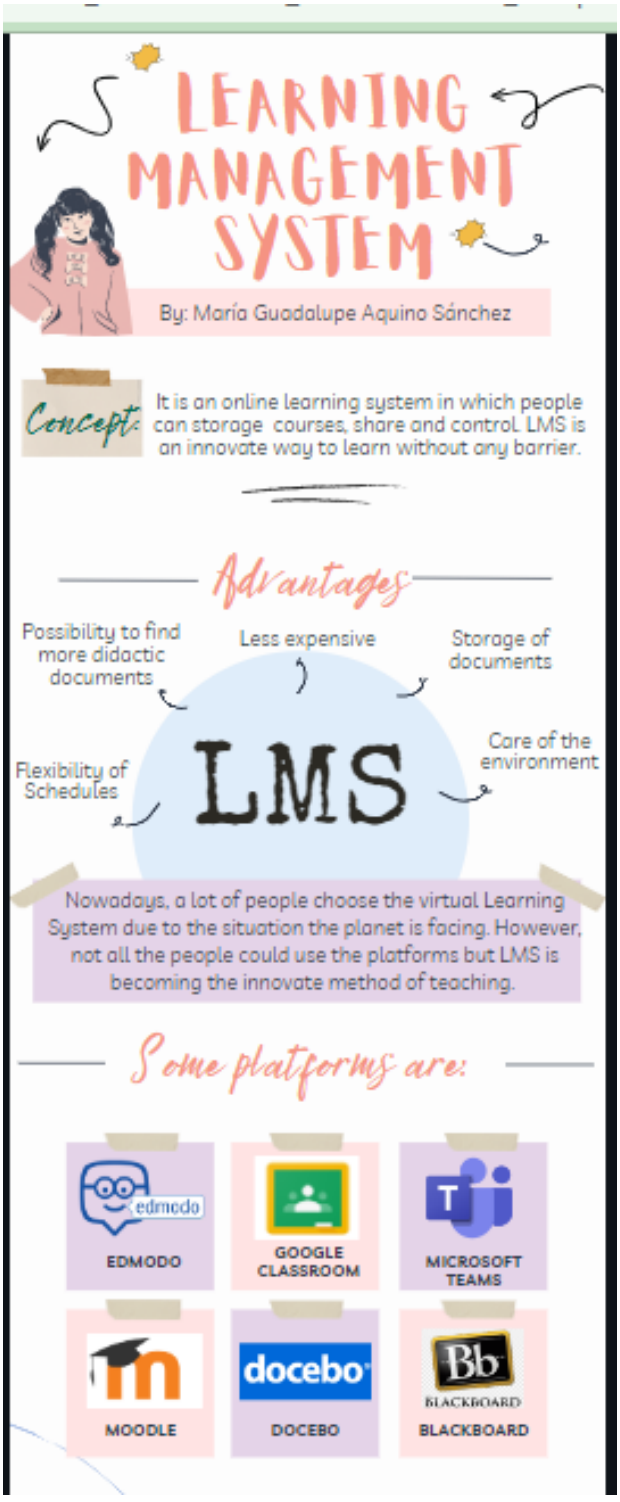
Education has long evolved , from learn in a limited way , to learn in classrooms, in a traditional way, for everyone who is interested. Now a day , with the technological advances, development in areas, such as: culture and society; moreover, the need to educate and learn from each person; as well as, teaching present and future generations, education has taken a huge step into "the digital age", in order to facilitate education for everyone. For that reason there are someones that are for and others against these ways of learning. However, is very important , to analyze this progress from some educational's theories point of view.

The behaviorism, the one of more important theories, proposed by J.B Watson and B.F Skinner, state in a few words that the students reacts or behaves to the environment to which they are exposed and it works better when the students get praises. According to it was mention before, the traditional way of learning looks to fill exactly to this theory. But also, the digital way of learning can easily be suitable to this theory without problems. Because, both of them, the theacher could create a own environment with their students in order to facilitate or improve the learning and in the same way the theacher can give the praises to motivate his learners.

Cognitivism, this theory, mainly introduced by Jean Piaget and Lev Vigotsky, argue that the learners receive and stock the new knowledge adquired, so that, they can utilize in the future to assimilate or create a new knowledge useful for their lives. In traditional learning the way that teachers present that knowledge is based only in books and the knowledge adquired by himself, moreover, for students, it 's hardly to verify at the moment . Whereas ; in digital learning is very easy to receive and scan the information or knowledge presented by the

INFOGRAPHICS:





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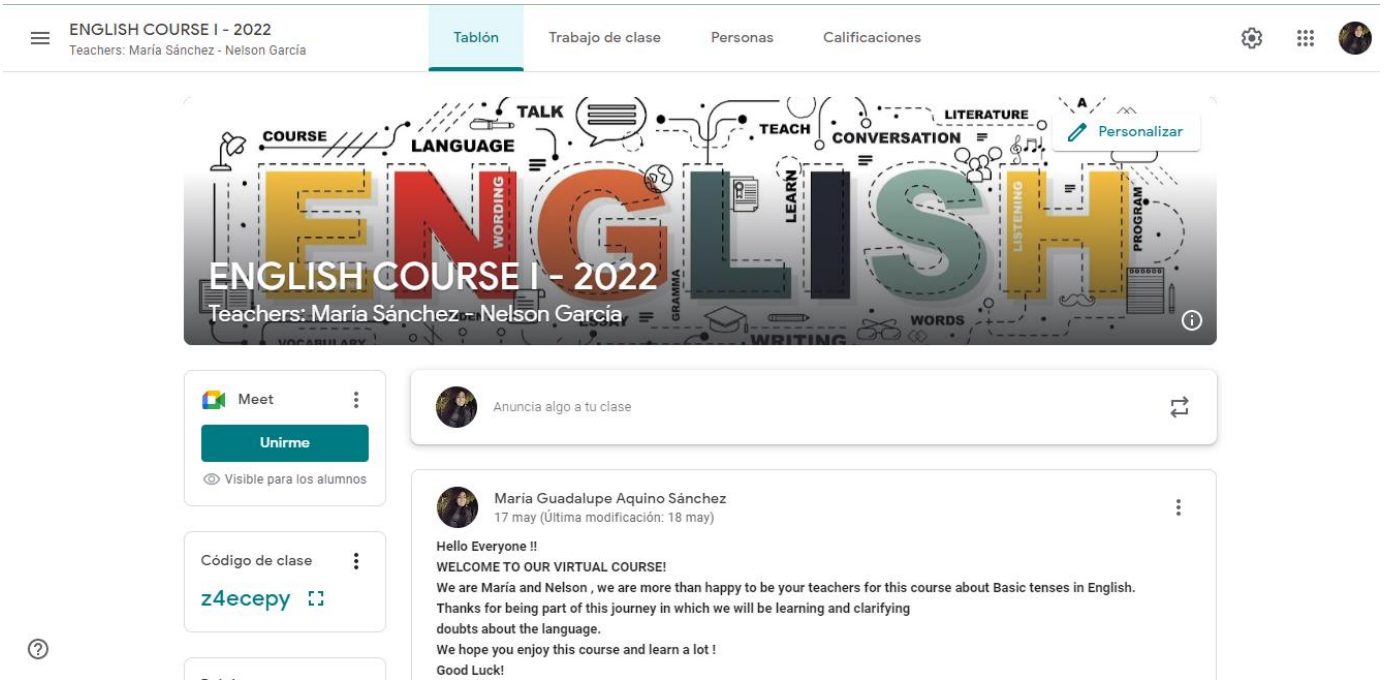

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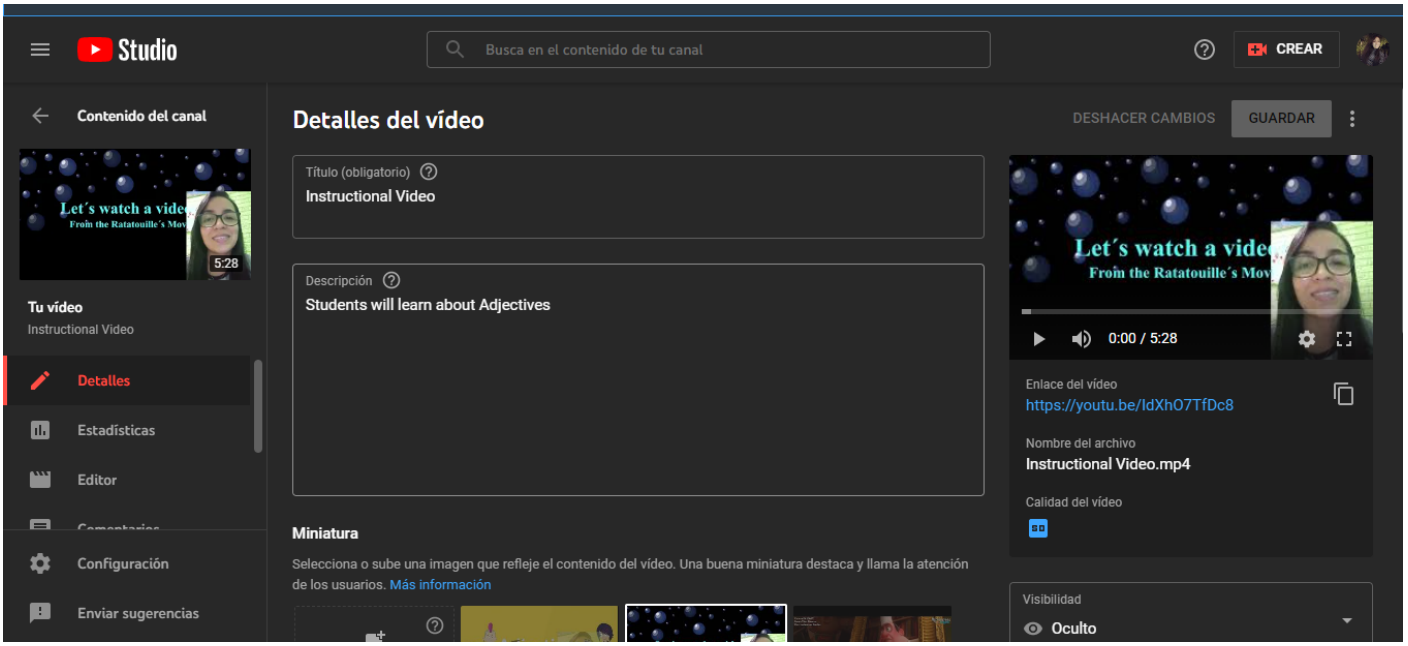

Intermediate
English Level
Students
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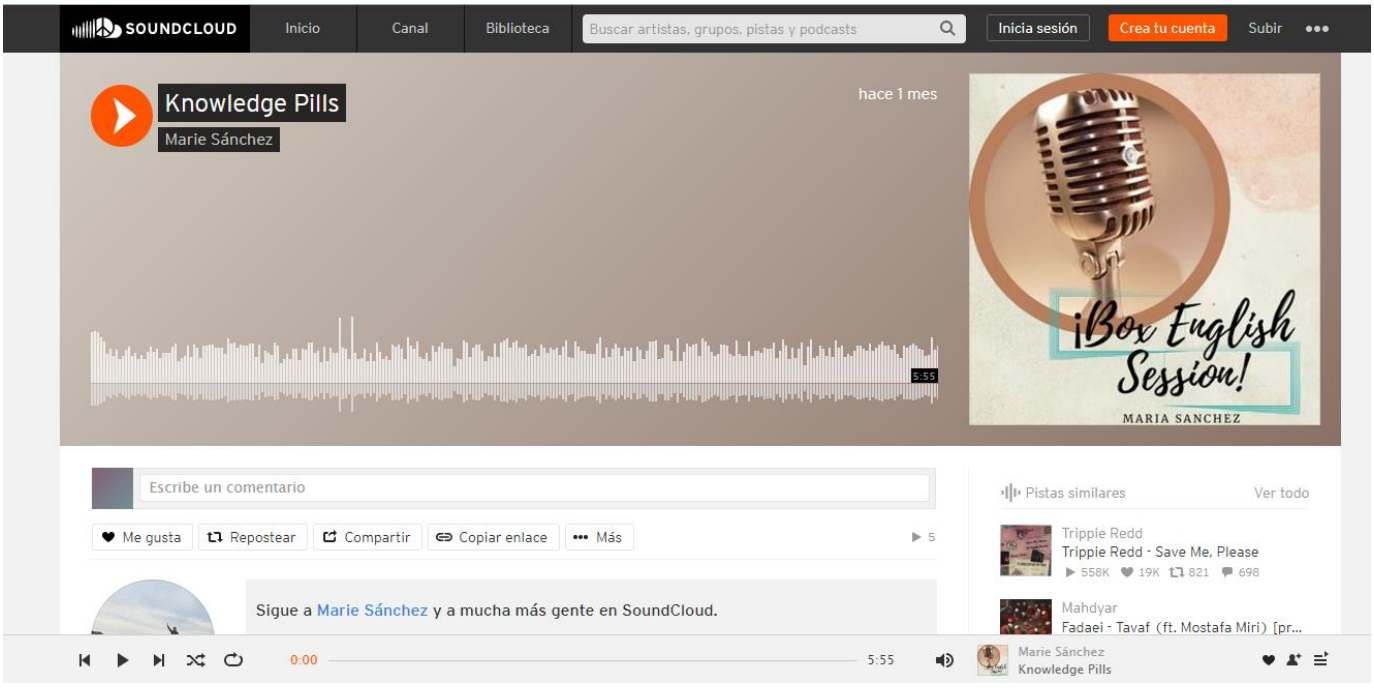
CREATED WITH
MOVIE MAKER TRIAL VERSION
TEACHER: GABRIELA CORADO
ENGLISH

PODCASTS: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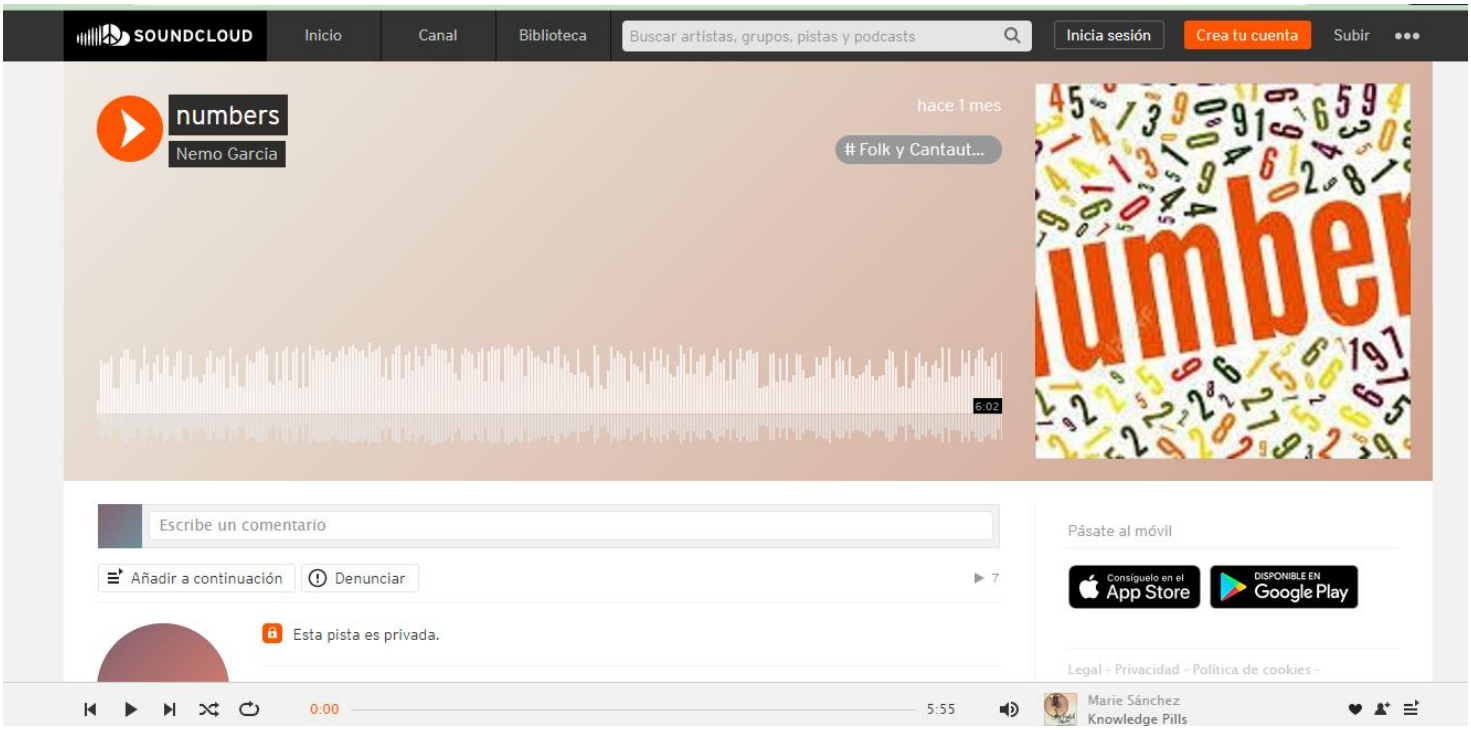
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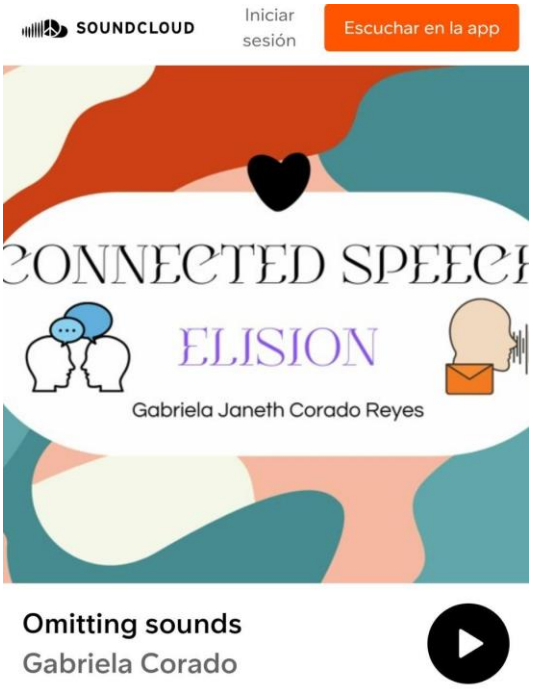
SOUNDCLOUD
Iniciar sesión
Escuchar en la app
CONNECTED SPEECH
ELISION
Gabriela Janeth Corado Reyes
Omitting sounds
Gabriela Corado

INTERACTIVE IMAGES:

GOOGLE SITES:

Hello everbody, welcome to the official website for our course; where you can find all the materials about the course like: videos, presentations, images, and more... All that in order to provide the best expirence while you are learning, so enjoy and get ready!!

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

Module 1: Online English Language Teaching PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:	
1.2 Code:	**EDII114**
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:	**April-May 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 :	Licda. Sey Danisia Najarro de Alvarado G01 MsDi. Juan Antonio Flamenco Flamenco G02

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 (30%)

TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, April 2nd to Friday, April 8th 2022	• Introduction (Program, Sessions time, Class Policies) • Theories of learning in virtual learning	• Video about Synchronous and Asynchronous concepts. • Video about Theories of learning • Forum to answer questions or clarify doubts
2 Saturday, April 9th, 2022	• E-learning definition and application • Virtual teaching and its application in teaching languages.	• Discussion forum about theories of learning • Forum to answer questions or clarify doubts
Sunday, April 10th to Monday, April 18th, 2022	**EASTER WEEK**	
3 Tuesday, April 19th to Saturday, April 23rd, 2022	• Language Management Systems (most common ones)	• Videos • Website • Forum to answer questions or clarify doubts
4 Sunday, April 24th to Saturday, April 30th, 2022	• Language Management Systems (most common ones)	• Infographics • Forum to answer questions or clarify doubts
5 Sunday, May 1st to Saturday, May 7th, 2022	• Language Management System - Google Classroom	• Tutorial, multimedia • Forum to answer questions or clarify doubts
6 Sunday, May 8th to Saturday, May 14th, 2022	• Language Management System - Google Classroom (Live demonstration)	• Create a Virtual Classroom • Forum to answer questions or clarify doubts
7 Sunday, May 15th to Saturday, May 21st, 2022	• Platforms for Videoconferences (Zoom, TEAMS, MEET) • MEET	• Videos, Multimedia, Tutorials, Web sites • Forum to answer questions or clarify doubts

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.

EVALUATION	PERCENTAGES
1. Discussion Forum (Individual)	20%
2. Infographics (Individual)	20%
3. Create a Virtual Classroom. (The teacher will consider if working in pairs or groups). This will be based on the number of students registered.	30%
4. Demonstrative class on MEET (The teacher will consider if working in pairs or groups). This will be based on the number of students registered.	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 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 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

- 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.

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Material Class 7

Zoom

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https://www.myayan.com/advantages-and-disadvantages-of-zoom-video-conferencing-app

TEAMS

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https://www.syskit.com/blog/10-pros-and-cons-of-microsoft-teams/

https://louisvillegeek.com/news/benefits-and-disadvantages-of-microsoft-teams/

MEET

https://paradacreativa.es/en/ventajas-y-desventajas-de-google-meet/

https://es.scribd.com/document/514807988/Advantages-and-disadvantages-of-google-meet

https://ditchthattextbook.com/google-meet-elearning/

FINDING YOUR PATH TO THE RIGHT CONFERENCING SOLUTION

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:	**June – July 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:	Licda. Sey Danisia Najarro de Alvarado (group 01)
		Licda. Blanca Alicia Menjívar González, MsE. (group 2)

2. MODULE DESCRIPTION

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

3. OBJECTIVES

a) General Objective:

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

B) SPECIFIC OBJECTIVES:

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

✓ define the terms and principles associated with technological tools for educational purposes.

✓ use technological tools to plan and develop synchronous class activities.

4. METHODOLOGY

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

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

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	- Reading about technological tools for educational purposes when teaching a foreign language. - Infographics Guideline - Discussion Questions	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	Multimedia material, tutorials, demonstrations. Guideline for a video in Flipgrid with the characteristics of the technological tools studied.	Video in Flipgrid on a selected application and examples on how to use it in class. (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 directed to teachers about one Educational Tool. (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/Dates	Synchronous session	Asynchronous session
1 Saturday, June 4th to Friday, June 10th, 2022	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
2 Saturday, June 11th to Friday, June 16th, 2022	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, June 18th to Friday, June 24th, 2022	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
4 Saturday, June 25th to Friday, July 1st, 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Videos - Tutorials - Question and answer forum
5 Saturday, July 2nd to Friday, July 8th, 2022	General information and tutorial of Nearpod. Live practice. General information and tutorial of Powtoon. Live practice.	- Tutorials - Video in Flipgrid on a selected application and examples on how to use it in class. - Question and answer forum
6 Saturday, July 9th to Friday, July 15th, 2022	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon directed to teachers about one Educational Tool. - Question and answer forum
7 Saturday, July 16th to Friday, July 22nd, 2022	General information and tutorial of wordwall. Live practice. General information and tutorial of Padlet. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
8 Saturday, July 23rd to Friday, July 28th, 2022	Demo class using technological tools	- Demo class using technological tools - 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, Nearpod	**25%**
3. Video in Powtoon directed to teachers about one Educational Tool.	**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.

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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 <u>con los respectivos atestados</u>.

The aforementioned justifications must be supported with the corresponding evidence.

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

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https://classroomscreen.com/

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

SYLLABUS
MODULE 3:

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 - October 2022**
1.7.	Major Academic Unit:	**Foreign Languages Department**
1.8.	School:	**School of Arts and Sciences**
1.9.	Module Term:	**8 Weeks/ 2 Months**
1.10.	Hours per Module:	**60 Hours**
1.11.	Professors:	MsE. Blanca Alicia Menjívar González (Group 02)

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.

2. OBJECTIVES

a) General objective

- To design digital materials for use in the teaching and learning of foreign languages.

b) Specific objectives:

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

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

3. 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.

4. CONTENTS

Week	Content	Resources	Evaluation
Weeks 1 Y 2	❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment ❖ Using and Creating a Google Site	❖ Readings ❖ Tutorials ❖ Guidelines for the elaboration of activities	Creation of a Google Site
Weeks 3 y 4	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using SoundCloud ❖ Fundamentals of video creation	❖ Presentations tutorials ❖ Guidelines for the elaboration of evaluated activities	Elaboration of a Podcast
Weeks 5 y 6	❖ OpenShot working environment. ❖ Fundamentals of Creating Presentations ❖ Using Google Presentations	❖ Readings, tutorials ❖ Software for videos ❖ Guidelines for the elaboration of evaluated activities	Elaboration of a video Creating a Google presentation
Weeks 7 y 8	❖ The Fundamentals of image selection ❖ Using Genially	❖ Readings, tutorials ❖ Guidelines for elaboration of evaluated activities	Elaboration of an interactive image Integrative Assignment (live defense)

Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Saturday, August 13th to Friday, August 19th, 2022	❖ Presentation (Program, Content and Class Policies) ❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
2 Saturday, August 20th to Friday, August 26th, 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Google Site Design - Guidelines for the elaboration of activities
3 Saturday, August 27th t to Friday, September 2nd , 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities - Elaboration of a Podcast
4 Saturday, September 3rd to Friday, September 9th, 2022	❖ Fundamentals of video production ❖ Examples of Video	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
5 Saturday, September 10th to Friday, September 16th, 2022	❖ Use of Smart Phones for video recording.	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities - Creation of a video

6 Saturday, September 17th to Friday, September 23rd, 2022	❖ Fundamentals of Presentation Creation ❖ Using Google Presentations	- Videos - Tutorials - Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Saturday, September 24th to Friday, September 30h, 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities - Elaboration of an interactive image
8 Saturday, October 1st 2022	❖ Integrative Activity: Live defense of Google Sites	- Videos - Tutorials - Websites - Guidelines for the elaboration of activities

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.

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	**15%**
2. Creation of an interactive image in Genially	**15%**
3. OpenShot video production	**15%**
4. Integrative assignment (Google Site linked to Google Classroom – Live defense)	**20%**
5. Final written report (based on the Specialization – 3 modules) **Draft 15%** **Final 20%**	**35%**
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 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 deltercer 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 evaluaciónestablecido en el programa de la unidad de aprendizaje. En caso de ser desfavorablela 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 parienteshasta 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 pruebadentro 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 eldocente 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 repetidas ustituirá a la anterior.