

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



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TEACHER'S INTERACTION WITH STUDENTS IN A VIRTUAL LEARNING ENVIRONMENT

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ABSTRACT

The research intends to identify and evaluate the interaction of teachers with students in a virtual learning environment which has been implemented as an alternative to continuing developing the school year in the most normal way possible after having been affected by the pandemic caused by the COVID-19 virus. Previous studies with different theories were analyzed while investigating this topic. In addition, the aim of this research is to verify and to prove the different activities carried out during the whole specialization course. As the topic had been studied by experts around the world since the beginning of the pandemic, researches demonstrate the impact of the interaction between teachers and students to develop a good teaching-learning process. At the end of this research, some conclusion and recommendations for the faculty and authorities of the University of El Salvador were provided to improve students' well-being along with the career in this new modality of teaching and learning in virtual environments.

Keywords: virtual environments; synchronous; asynchronous; language learning; technological tools.

INTRODUCTION

The COVID-19 pandemic highlighted the critical need for distance learning, the health risk forced universities and colleges to transition to distance teaching within just a few days, without advance warning and without sufficient time to prepare in an orderly way. The teaching and learning methods changed, and various technological platforms, course websites, and digital tools for distance learning were utilized. Studies refer to this as emergency remote teaching.

Remote teaching naturally changed the interaction between teachers and students, which is generally based on face-to-face meetings on the educational institution's campus. Teachers and students had to adopt new ways of communicating and interacting with each other in order to carry out and advance learning. Virtual learning environments represent an entirely new form of educational technology. They offer the educational institutions of the world a complex set of opportunities and challenges.

Many students have welcomed online learning, and many educational institutions are quickly adopting it. Virtual learning is a flexible method of education that allows students to pursue their academic goals while also taking care of other household or employment-related responsibilities. The provision of constructive and responsive feedback, active and complete engagement, a supportive setting for learning how to deal with focused messages, and the exchange of ideas among the learners are all aspects of interaction that need to be addressed in the virtual learning environment. Virtual learning has become part of the educational landscape as innovation and progress become more important in almost all areas of development, including education.

In view of the boom in the implementation of virtual teaching and the change in the role of the teacher within it, the different roles that the teacher has within this modality have been studied, as well as how these roles influence the success of student-centered learning, and also the importance of teaching in the new modality of virtual environments.

This research focuses on the impact that COVID-19 has had on education to such an extent that it transformed face-to-face classes into something totally virtual and at some point, also hybrid. Similarly, it focuses on the interaction that teachers have with students when working in a virtual learning environment. It is important to emphasize that the pandemic not only generated changes in the methodology used to teach classes but also in the way of operating and interacting in an environment that develops through a computer or cell phone screen.

The development of the present research breaks down as follows: the historical framework shows a short summary of what has been lived since the appearance of the first case of COVID-19 which put the world in a pandemic situation thus generating a drastic change in the education system worldwide. The theoretical framework describes the theoretical basis that expresses previous knowledge about the Teacher's Interaction with Students in a Virtual Learning Environment.

Then, we proceed to show in a disaggregated manner the main activities that were developed during the specialization course which was divided into three modules: Module I Online Foreign Languages Teaching, Module II: Educational Applications for Language Learning, and Module III: Design of Didactic Materials for Virtual Environments. In the

same way, we describe the achievements obtained throughout the course thanks to the knowledge shared by our facilitator.

After the development of all the above, in the end, the conclusions and recommendations that were reached after extensive investigative work by the working group will be established. They are not only about the contribution and role of teachers in a virtual learning environment but also related to the new modality adopted by different institutions.

I. OBJECTIVES

General objective:

To analyze the teachers' interaction with their students in a virtual learning environment and its influence on the teaching-learning process.

Specific objectives:

1. To identify the different roles of the teacher when teaching in a virtual environment as a key part of the pedagogical process.
2. To explain how the role of teachers influences the success of student-centered learning.
3. To describe the importance of teaching in the new modality of virtual learning environments.

II. HISTORICAL FRAMEWORK

The appearance of the first case of the new coronavirus disease better known as COVID-19 dates back to December 2019, specifically in the city of Wuhan, China. After the first appearance in that city, the disease spread rapidly around the world, and thus became the fifth documented pandemic since the influenza pandemic in 1918, also known as the Spanish flu.

In January 2020, the World Health Organization (WHO) declared the coronavirus outbreak a major public health emergency, but it was not until March 2020 that COVID-19 was declared a pandemic. During this month the authorities of different countries declared a state of emergency, and El Salvador was no exception. It was on March 11, 2020, when the Executive Body approved through the Ministry of Health the first 30-day quarantine derived from the declaration of the pandemic of the WHO, seven days after that decree specifically on March 18, 2020, the first case of COVID-19 was recorded in El Salvador, in the municipality of Metapán, department of Santa Ana.

Due to the evolution of COVID-19 in Salvadoran territory, the different governmental institutions had to take drastic measures to safeguard the life and health of the Salvadoran people, including the prolongation of strict quarantine, social distancing, sanitary cords, mandatory use of masks, closure of public places, restriction of commercial flights, etc.

Different sectors were affected by the increase of cases and the prolongation of the quarantine, among which the students sector stands out since classes were suspended nationwide to avoid spreading the virus. This suspension led to the implementation of

different alternatives to continue developing the school year being virtual learning the best and unique option during the pandemic and quarantine time.

Since the beginning of the COVID-19 pandemic, the Ministry of Education established an Educational Continuity Plan that was implemented in different phases, which began on April 6, 2021, with the reopening of classes even when schools were physically closed. Teachers and students had to learn to use and adapt to different study platforms such as Google Classroom, Google Site, Microsoft TEAMS, etc., which were the main means by which the school year continued.

Similarly, the Ministry of Education created guides to support the level of initial, basic, and secondary education up to the second year of high school. These were given through teachers to parents or students, who were to attend at a certain time to receive these guides. These were phases 1 and 2 of the distance education plan of the Ministry of Education. On May 21, 2020, they began the third phase of this plan, in which the explanation of educational material through radio and national television, being channel 10 in charge of this modality.

Currently, there is a hybrid modality in the educational system of El Salvador, in which students can receive classes in person and in a virtual way. According to Education Minister Carla Hananía: "It is a blended and optional modality, using the different platforms that we have made available to teachers and students that are radio, television, printed guides, the Google Classroom platform. In short, education continues and will not stop," she said.

The pandemic has completely changed the way learning looks and is experienced globally, it forced educators across schools, colleges, and universities to adopt a blended mode of learning, and it is a big possibility that face-to-face delivery along with online modules will become “the new normal”.

III. THEORETICAL FRAMEWORK

1. Virtual learning

Education has changed over the years in the way that students learn and interact with their instructors and teachers. One of the latest forms of interaction between them is the virtual or online environment. According to Coursera (2022): “virtual learning refers to an environment where students study a digital-based curriculum taught by instructors that lecture online via video or audio”. This instruction can take place either in a self-paced (asynchronous) environment or in a real-time (synchronous) environment. In general, virtual learning has features that make it extensive and concrete, but one of the most remarkable points is the fact that the use of technology is essential, therefore when mentioning technology it includes the use of emails, videoconferences, tutoring, updated content, and principally the use of many tools that maintain the teacher and student interaction.

Indeed, according to Coursera (2022) “by nature, virtual learning is online, which means it's often convenient, flexible, and affordable”. Meaningfully when talking about virtual learning it can be common to consider it a very reachable option for both students and teachers. It is worth mentioning that it is even considered environmentally friendly because of the fact the students do not travel to the class and there is no waste of paper.

When taking into account those options it is important to mention virtual learning is still more than that, even going beyond the aspects like the interaction that students and teachers have. Though virtual learning is changing over time and since the pandemic of Covid-19 the possibilities have increased for teachers and students making them still

more autonomous because of the creation of many virtual materials and backup tools that give an upgrade to the learning process.

In spite of what was mentioned before there are more than one forms to conduct in virtual environments such as synchronous, asynchronous, and hybrid. It is usual to have an already set concept about what is synchronous and asynchronous because synchronous learning is conventionally defined in a form that it occurs when all the participants interact at the same time. In contrast, asynchronous learning allows participants to exchange ideas and information without the dependency of other participants interacting simultaneously' (Chauhan, 2017 as cited by Fernandez, 2021.p6).

Synchronous

Over what is stated about synchronous learning Coursera (2022) let us know that synchronous virtual learning often requires students to attend online live lectures. Instructors stream their presentations or lectures so students can ask questions in real-time via webcam, microphone, or live chat for a more hands-on learning experience.

Synchronous virtual learning environments offer consistent structure and good movement of the material. For certain, synchronous online learning is determined by the interaction the teacher and student have in a specific virtual place like for example in video conferences, which of course are private, making use of online materials. This material also can include interactive material while it may appear redundant; they can interact in real-time for example in a discussion about the lectures in the class.

Asynchronous

Also, asynchronous might appear as a not stressful manner to learn. In spite of what the real situation is, the teacher and student still have constant but delayed interaction. Besides, the fluency of content or material can be more because it has to be updated. As well as to be aware of the constant interrogations that can emerge from students.

Coursera (2022) brings out that Asynchronous virtual learning offers pre-recorded lectures that students can watch at their leisure. Instructors post video or audio files with handouts. Materials are checked frequently through an evaluation at the end to ensure that students are listening and following the lesson schedule. Current students, and in some cases former students usually interact with each other somehow. It can be in a forum where they can discuss material and articulate information they don't get from lectures.

2. Teacher and students' interaction

In conventional learning the interaction occurs face to face, that is to say, it has verbal signs that allow fluent communication as well as obtain instant responses. In the same way with nonverbal signs since they include specifically facial expressions and body language that are perceived in a very obvious form. Meanwhile in virtual learning there exists an enormous difference because what was mentioned before would be impossible. Facial expressions for example would be limited to the type of camera or the capacity of everyone's devices. And body language is impossible in any way because in the case that it might exist, it would not be possible to pay attention to the minimal corporal expression as in a virtual synchrony manner that teachers are constantly presenting any relevant information about the class. (Sason & Kellerman 2022, p.482)

Furthermore, in an online environment, it is also hard for teachers to interact and see if a student is confused or is reflective. Instead, students have to use the live chat to ask questions or activate the microphone, but not everyone has the initiative to do it, so teachers might keep teaching and introducing new topics. (Sher 2009, as cited in Sason & Kellerman 2022, p.482)

How has student learning changed, bettered, or damaged by distance learning courses? This issue encompasses the other two key areas discussed here because both teachers' perceptions of their roles and schools' assertions about academic goals influence the experience that students have in courses. At the heart of a teacher's role is a desire to affect certain kinds of learning outcomes for students. This key issue is, like the others, often presented as a two-sided debate. On one side are those who argue that because distance provides access to some students who could not go to the "actual" college or university, it benefits students and promotes lifelong learning. These scholars also suggest that the experience of an online course can be as rich and fulfilling as the experience of a traditional course. On the other side are those who identify the difficulties that students have with online courses (Peterson, 2001).

In a distance environment, the student's ability and disposition to self-monitor and accurately evaluate content comprehension and request help accordingly may represent a crucial variable, which affects both learning and teaching processes. In a distance learning environment, instructors lack direct access to verbal and nonverbal feedback from their students. This feedback enables the teacher in a conventional learning environment to use verbal and nonverbal signals to adjust the instructional process in

real-time, in order to meet their student's needs. For example, effective instructors will often re-organize and repeat content in response to students' confused expressions and off-task behavior.

However, distance learning instructors, as opposed to instructors in a conventional learning environment, are unable to simultaneously monitor, decode, and use student feedback to modify instruction "online." In a synchronous distance learning environment, the instructor frequently stops teaching in order to ask students whether they understood the presented content (Offir et al, 2003).

Teacher and student interaction is very important since in a conventional classroom those factors mentioned can exist and the result is effective, in a virtual learning environment it is necessary to have successful results. So, even if the interaction is limited, at least it has to be in a constant update, and in a way, students feel confident to make the interaction fluent.

As cited in Sason & Kellerman (2022) "every student's opinion about the virtual interaction they have with teachers is not consistent because of many factors that make a contrast like for example personality or learning styles". (Su et al. (2005) p.483)

3. Role of a teacher in virtual learning

The role of a teacher in a virtual learning classroom is as a moderator, primary function occurs when the teacher guides the students' groups and helps them to have positive results by themselves with the resources provided (Solomon (1996) as cited in Ofra Nir-Gal, n.d.)

Then it can be perceived that the role of a teacher in virtual learning is limited by the use of the resources or platforms, and the student's attitude in front of what they receive plays a crucial role because of the commitment they should have in their learning process. Scheidlinger (1999) set up the role of a teacher in virtual learning as a "personal educator" and explained that the teacher prides personalized attention to the students through individual participation and personal communication at the moment to share experiences, ideas, data, or even emotions. (As cited in Ofra Nir-Gal, n.d.).

The learning process in virtual environments could have many factors but the role of a teacher seems conditioned by those factors. However, they have to be consistently getting many forms of using different tools to bring out the students' attention and curiosity. This entails that students' motivation is as important as the content shared in the virtual classroom.

4. The Level of Teacher-Student Interaction Affects Students' Learning Effect

The level of teacher-student interaction improves students' learning effects on two levels: interactive form and interactive content. In the form of teacher-student interaction, Moore (1989) proposed that online learning interaction includes three types of interactions: "learners and learning content," "learners and teachers," and "learners and learners."

On this basis, Li et al. (2020) further clarified that "Internet + teaching" is the "information interaction between teachers and students and teaching elements" in a specific environment, reflecting the change from one-way to multi-directional interaction.

They also pointed out that the level of interaction is positive. This level is reflected in the quality of classroom questions. Studies have shown that the proportion of high-level questions that can bring better learning effects to classroom questions has increased significantly (Graesser and Olde, 2003).

At the level of teacher-student interactive content, multiple indicators, such as knowledge acquisition, ability training, emotional edification, and value establishment, constitute an interactive content system. Yang (2002) noted that effective learning activities are one of the basic conditions for learning to occur. Through the design and implementation of effective learning activities, an active learning process will occur, and better learning results will be achieved. Furthermore, some researchers have pointed out that effective teacher-student interaction is a necessary condition for deep learning in the context of online education (Mu and Wang, 2019); and it is people who play a decisive role in the interaction between teachers and students. The effect of various interactive strategies in distance education is based on the joint efforts of teachers and students (Liu, 2006).

5. Different roles of the teacher in a virtual environment

The biggest problem that a virtual teacher can face is ignorance about how their role should be above all, in the face of the new challenges of education through the use of technology, in situations like the coronavirus the teacher should change his methodology, try to get rid of traditional methods, so it is recommended to take into account the following:

A proper guide

An online teacher needs to play the role of guiding students through one or more online learning experiences. After all, different online learners prefer different learning styles and modes. So, online teachers need to change their mode of teaching accordingly to provide personalized education. Such learning experiences are usually designed and planned long before the course starts. This way the teacher can devote more time to guiding the students and less time to preparing lessons. The teacher makes sure to channel the focus of learners toward key concepts and ideas.

Motivator

It is not hidden that online learners need to remain motivated throughout their online courses. Online learning is hard work. Studying online can feel isolating and discouraging without a proper dose of motivation and encouragement. Thus, an effective online teacher needs to make good efforts to communicate specific encouraging messages to individual learners.

Most importantly, they need to provide constructive feedback. The teacher needs to find a feasible way to promote positive messages along with necessary criticism. Maintaining overall positive morale in the class is very important. They cannot be harsh or lose their cool at the time of providing negative feedback. Pointing out the weak areas of any student, they should educate the student as to how they can better themselves in that area. There are times when the learner may fall into negative comments about

themselves. At such times, the cheerleader needs to find ways to listen well. They should help the student overcome their fears or worries by providing relevant solutions.

Role model

This is an essential role of the online teacher. There are many people who focus on the role of the teacher as a role model. This is necessary. A teacher is no God. However, they can be massive support systems for students, especially online students. Most importantly, they need to help online learners develop high levels of confidence. They need to remain positive no matter what. No matter how much stress a student is going through, they need to bring him back to light and help him focus back on his subjects of interest. Usually, applied projects and papers work well for this. It usually gives the teacher an opportunity to be a good mentor.

Co-learner

Online teachers need to be good learners themselves. This is because the online teaching techniques change pretty often. So, they need to train themselves first before taking any online classes. Thus, they need to be lifelong learners. They can model that learning for their students in multiple ways in the virtual classroom. The teacher can be an active participant in online discussions.

They need to share what they are learning about the subject. They might also have to complete all or parts of some assignments, sharing their work with the students. This clearly forms a healthy and nurturing online learning community.

Effective communicator

Teacher-to-student and student-to-student communication play a vital role in an online learning environment. Often students are asked to complete an Orientation before starting their online course. This session usually stresses the importance of ongoing communication with the instructor. It also provides tips for communicating effectively online. In fact, the first activity in an online course is to demonstrate communication with the teacher. It is required for online students to email the teachers, share information about themselves, and bring questions forward. Usually, instructors make use of this activity to guarantee that students know how to contact them to ask questions. This helps in building an engaging community in the online classroom.

Online students are taught that communication is the key to student success. Online teachers are trained in various techniques for maintaining student engagement in the learning process at all costs. Thus, teachers are trained to be effective communicators. It is truly required since communication in an online learning environment needs to be really effective and strategic to bring out the best version of every student.

Apart from the above qualities, there are certainly other roles an online teacher might have to play. They need to be good collaborators. Online students need to be given the opportunity to collaborate on assignments and projects. The collaborative activities help online students strengthen the online learning community.

Also, online teachers need to be creative and innovative. They need to come up with effective ideas to facilitate online school students further. Online instructors make sure to

promote creativity in much the same way as classroom teachers do. They offer their students different options when it comes to assignments and projects and bringing fresh ideas to the table. There are plenty of multimedia options at the time for demonstrating knowledge. Online teachers usually bring forth fun interactive presentations for class projects. After all, the online teacher knows that the engaged learner is the successful learner.

Thus, being highly valued for their subject areas, the virtual instructors need to be valued for the fostering of the students. After all, they gather the skills needed for success in this new age of learning. Online teachers need to be reliable and lead their students forward in life toward college and careers. Online teachers need to teach various life skills to their students as well.

6. Types of teacher-student interaction.

Studies have attempted to characterize the various types of interaction between teachers and students that are necessary for effective learning, Hagenauer and Volet (2014) defined two main dimensions of the teacher-student interaction. One is the affective dimension, which describes the bond built between students and teachers, forming the basis for secure, effective, positive-experienced relationships. The second is the support dimension, which describes the support that must be provided to facilitate students' success at university (e.g., teachers setting clear expectations, and answering emails promptly). Reupert et al. (2009) emphasized the first dimension, the affective dimension. Students expect teachers in virtual classes to pay them more personal

attention, express emotions, be open and humorous, and provide personalized feedback. An environment that is supportive of the learner's basic psychological needs can contribute to the internalization of values, behaviors, and beliefs and can yield motivation that improves the student's self-regulation when learning.

It is clear that teachers are not transmitters of information, but facilitators, resource providers, and information seekers. Also, the teacher acts as an academic supervisor and directs the academic life of the students by adjusting to the profile of each student, he/she must take into account the learning pace of each one of them. Therefore, it is important to guide the learning process with good educational material and incorporate activities that strengthen the interaction of the participants.

Likewise, the teacher must stimulate reflection, contemplate learning situations, guide, and provide help and complementary information: design strategies for students to learn by themselves, correct their work and advise the student in their learning process, as well as evaluate the results obtained in relation to the subject matter.

It is important to emphasize that the new innovative role of the teacher lies mainly in guiding and motivating the student so that he/she can successfully complete the learning process. However, it is necessary that, for the virtual learning process to be successful, the student must also be active in fulfilling their roles, as Rugeles C., Mora G., & Paniagua, estimate. (2015, p. 133-137).

Being a teacher in the virtual modality, although it may seem easy, in fact, it is not, you must first have the commitment and social responsibility to guide the learning process. In addition to all the functions that the facilitator must fulfill in this modality, one of the main

ones that teachers must put into practice is to generate commitment on the part of the students from the clarity of the role that they have to play, so that they can appropriate the necessary competencies that are the basis for the work in the virtual environment and, therefore, that they are active subjects and builders of their own knowledge.

7. Benefits of Virtual Education

Addressing too much virtual learning then can come up with the question of what are the benefits of virtual learning. Initially, virtual learning offers the teacher and student schedules availability that contributes to the necessity that both can have to be the owner of their time for example in asynchronous virtual learning. Also, another benefit is how cheap it is to receive virtual classes because nowadays it is very common for people to possess the internet at home. Teachers, for example, can reduce the cost of traveling in their own cars. That means an outcome of fuel or even public transportation that would be cheaper but with a waste of time that could be probably used to improve their lessons.

Hue Dung (2020) mentioned that it can be common for teachers to need to take many courses to learn how to give lessons properly with this modern way of teaching. But because of the constant change in technology, it is necessary for teachers to be learning new tools like virtual platforms and applications that help to facilitate the teaching and the fluency of content. In that case, it can be great for teachers to be self-taught on those virtual tools and seek many ways to be constantly updated with the technology and even the content.

IV. DESCRIPTION OF ACTIVITIES

1. Module I: Online Foreign Languages Teaching.

This first module was based on identifying and analyzing the importance of the different theories that have been created for the development of methodology for teaching the English language specifically in virtual environments, which is the modality implemented by different institutions worldwide after the crisis resulting from the pandemic declared in 2020 following the disease by the COVID-19 virus.

All the activities that were developed during the module were online, we received feedback on each activity from our specialization teacher, Lic. Sey Denisia Najarro de Alvarado, MEVA. An atmosphere of participation was created in which our facilitator was responsible for carrying out different activities at the beginning of each class to encourage the training process of this module.

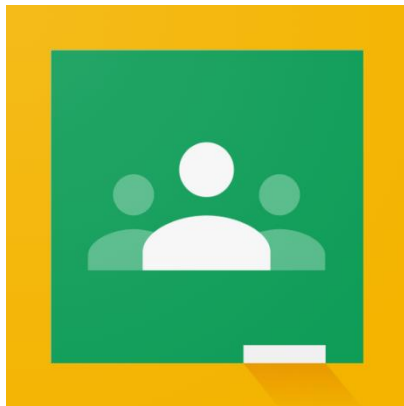
In the first week of this module which began on March 31, 2022, the first point to touch on was important information related to virtual education and its application in the teaching of the English language. This topic was developed through the reading of different theories which were socialized in a forum created on the Moodle platform, which is used to provide the different material to use in each session. In this forum, students were divided into groups, and each group was assigned a theory, each student provided their point of view according to the assigned theory and provided their respective comment in at least two posts of their peers in order to exchange



different opinions and expand the knowledge obtained in the session. Likewise, we learned to identify the different characteristics present in synchronous and asynchronous classes.

In the third and fourth week, we continued with the virtual sessions in Google Meets, in those sessions the topics to be addressed were the different Learning Management Systems (SAA-LMS) for the creation, development, and use of online courses. Different videos were shared by our facilitator in which we learned more about the different LMSs and practiced doing labs on the Moodle platform. As a second evaluated activity we create an infographic which is a simple and visually attractive graphical representation of a set of ideas or data. This infographic was made in Canva to represent different examples of LMS and the main characteristics that these have.

In the following weeks, we focused on the different educational platforms, their applications, and their use for online asynchronous classes. In these sessions, we focused on Google Classroom and how to organize it. In addition, we learned how to perform self-grading quizzes. As the main activity, we were assigned the creation of a virtual classroom, in which we could put into practice what we learned in the sessions carried out in those weeks and thanks to the videos that we could find on our platform.



Finally, we have weeks 7 and 8, with which we finish our first specialization module. These weeks, we learned a lot about platforms used for video conferencing and focused

on knowing the different characteristics of three of them: Zoom, Meet, and Teams. We basically put into practice what we learned throughout the module and to perform our last evaluated activity, we met as a couple and created a short class, which we presented in one of our sessions and for which we used an example of simple planning provided by our facilitator.

This first module ended on Tuesday, May 31 with the participation of the last couples that were raffled to present their topics and thus developed their classes, but this time as facilitators. These demonstration classes helped us to put into practice what we learned not only during the module but also the knowledge acquired throughout our major, regardless of whether we chose modern languages or teaching. These activities allow us to live an experience of a real class and thus learn to perform in the best way as teachers of the English language in a virtual environment.

2. Module II: Educational Applications for Language Learning.

This second module was developed the same way, from Tuesday, June 7 to Thursday, July 28 through Google Meets. In this module, we learned about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. We learned about some technological tools that are used to teach online, among them we find: Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon.



We as students had an active role in the analysis and discussion forums, as well as in all of the activities done during the 8 weeks of the module. We developed specific activities based on instructional practices, so at the end of the module, we were able to define the terms and principles associated with technological tools for educational purposes and to use them for planning and developing synchronous class activities. Besides, the respective feedback was provided by our facilitator of the specialization and also from other peers, and thus we were able to improve permanently not only during the second module but also during the rest of the course.

The academic activities of this module were also developed online according to the requirements of the course. In week 1 and week 2, the content reviewed was a presentation of a list of technological tools for educational purposes and their foundations and principles. We read a lot about these tools and our doubts and questions were discussed during the sessions and through forums created on the Moodle platform by Lic. Najarro. The first evaluated activity done was an infographic created on Canva about technological tools. This infographic created on Canva included some examples of these tools and also the main characteristics of features of each tool.

For week 3 and week 4, we learned about the use of some educational tools such as Edpuzzle, Flipgrid, Flippity, and Liveworksheets. Multimedia material, tutorials, and some demonstrations were shared with us during the sessions and also on the Moodle platform which was the one used during the whole specialization. We received some guidelines to create a video in Flipgrid with the characteristics of the technological tools studied in the sessions. As we learned in the



sessions, Flipgrid is a learning platform that allows educators to create "grids" to facilitate video discussions.

Besides Flipgrid, we learned how to use Liveworksheets, so in this activity, we put into practice the usage of both tools, the purpose of recording ourselves while we created a worksheet was to demonstrate that we are able to use both tools, so we can use them later on in our own virtual classes. This was an individual task that was presented in a group created in Flipgrid and then posted through a link on the Moodle platform. This activity was graded by our facilitator and we also received feedback to improve our performance in the next activities.



POWTOON

The next two weeks were scheduled for the use of some technological tools such as Nearpod, Padlet, Kahoot, Powtoon, and Classroomscreen. As well, multimedia material and some tutorials were shared with us in the different sessions and we also did some demonstrations to put into practice our knowledge. A video created on Powtoon about

the advantages and disadvantages of the use of technological tools when teaching English was shared with us. Additionally, we were taught about two awesome tools, the first one is Padlet which is great for discussion topics and the second one is Classroomscreen, this tool is a great option to organize a live class.

We also performed the third evaluated activity in which we had to elaborate a video in Powtoon to show the advantages of using technological tools in an online class. This video was a bit different than the previous one since we had to create a PowerPoint Presentation to be used in the video. In this presentation, we had to include information about the advantages of using Technological Tools in an online class and also to add information about a tool that we recommend, its main features, and why its inclusion in an online class. The list of tools that we needed to use was provided by our facilitator, those tools were four: Edpuzzle, Liveworksheets, Classroomscreen, and Padlet.

In the last two weeks of this second module, we focused our attention on the presentation of educational products by us. In these demo classes, our role was not as students but as teachers. Some videos about more tools that contributed to having a more interactive classroom with lots of meaningful learning were shared as part of the multimedia material for these weeks. We learn some aspects about Flippity, a great tool to create questions, and select students randomly among other options. We also watch a video about Nearpod which helps educators to make any lesson interactive whether in the classroom or virtual.



To end with this module, we watch a video about Kahoot, this tool is part of the ones that have been available on the web for several years. In week number 8, we did a demo class using technological tools in the development of

a class. To perform this activity, we created a lesson plan that included all the important aspects of our class such as topic, duration, activities, etc. This lesson plan was created using a sample provided by our facilitator. Furthermore, the use of one technological tool from this list: Edpuzzle, Flippity, Nearpod, Padlet, Kahoot, and Classroomscreen was a must.

To sum up, this second module was filled with a lot of knowledge and new things to learn which helped us to develop our second demonstration class even better than the first module.

3. Module III: Design of Didactic Materials for Virtual Environments.

In this last module, we learned to use some web tools for the design of educational materials and to elaborate material such as podcasts, online presentations, interactive images, and videos, among others. As a fundamental part of the culmination of this specialization, we completed an integrative task through which we applied the competencies acquired during the three modules.

As our facilitator said, this module was created with the objective of designing digital materials to be used in the teaching and learning of foreign languages, using technological tools for the design of didactic materials, elaborating digital materials, and most importantly integrating different tools to present content in a Virtual Learning Environment. This last module was really important since we learned how to use different tools for the design of didactic materials. We also developed some activities using the

technological tools selected for this course, and we carried out an integrative task that consisted of the creation of a Google Site linked to the Google Classroom Platform.

In the first two weeks, we learned about the fundamentals of using multimedia resources in a virtual learning environment, we also discussed the use and creation of podcasts using Audacity which is an easy-to-use, multi-track audio editor and recorder, and SoundCloud that is an online audio streaming and distribution platform that allows users to upload, stream, promote, and share music and podcasts. All this was taught by our facilitator who was guided by some readings, tutorials, and guidelines for the elaboration of certain activities.



Since this module was specifically created to design content for students in a virtual environment, it was time to learn about new tools this time to create audio and videos. So, our first activity was to create a podcast which is a series of spoken word, and audio episodes, all focused on a particular topic or theme. To do so, we had to plan and write a script for this educational audio, and then download and use audacity to edit the audio in such a way that it sounded accurate and captured the audience's attention. After all this, we hosted our audio on SoundCloud to make it public so that anyone can listen to it. Each audio link was shared on the Moodle platform so that it was available to be graded and to receive some feedback.

In the next two weeks, we focused on the fundamentals of image selection to use and create a Google Site. All the knowledge was acquired by



Google Sites

watching some presentation tutorials shared by our facilitator in the correspondent session, then some guidelines for the evaluated activities were given. In the third and fourth weeks, we proceed with the elaboration of an interactive image and with the creation of a Google Site. For the interactive image, we used Genially which is a web-based tool to make interactive presentations, animated infographics, multimedia e-learning materials, and other content.

We were asked to select appropriate images according to the selected subtopic (chosen at the beginning of the module) and to use at least 4 different features provided in Genially: audios, interactive elements, text, and pages among others. As we did with all the previous activities performed during the three modules the link of this interactive image was shared in campus.ues.edu.sv. The activity was graded and of course, some feedback was provided. It is important to remark that all the activities done during the module were included in google classroom and as well in the Google Site.

Then we have weeks 5 and 6 in which we talked about the fundamentals of creating presentations and we learned as well about the use of Google presentations; we did this through readings and some tutorials. When talking about content design, it is very important to know about color theory, so we watched a video about Color Theory Basics to expand on what was covered in the class. For the evaluated activity we received some

guidelines, the first activity was the first draft for the written report about the specialization including the 3 modules and the second one was a creation of a Google presentation.

The written report was presented through a word document and it included some important points such as an introduction, objectives, theoretical framework, etc. For this report, each group of three people chose a specific and unique topic to work on. For the Google presentation, we also received some guidelines that we needed to follow to perform the task. Our main goal these weeks was to finish our written report, but we also learned the basic principles of video recording for educational purposes and of course, we practiced a little bit in class.

We ended this module with week number 7 and week number 8, in this period of time we studied the fundamentals of video creation and about OpenShot working environment. We continued with some readings about these topics and we performed our last evaluated activities, we got some guidelines to follow at the time of working on these activities. We continued working on the written report, we took into consideration the feedback received on the first draft, so the mistakes were corrected in order to present the final version. As well we performed a live defense of the integrative task which was about the Google site link to Google classroom.



To conclude, it can be said that this last module was the heaviest since we had to perform different activities in which we had to put into practice everything we learned in

the two previous modules. We also had to go back a bit to be able to remember and include in our written report everything we learned from the beginning until the end of the Specialization Course in the Administration of Virtual Environment for Foreign Languages Teaching and Learning.

V. ACHIEVEMENTS

During this specialization course, the team gained enriching learning from the very first module, as we learned about different learning theories. We expanded our knowledge about virtual learning and learned its correct application in English language teaching. Similarly, we studied the different platforms used during the teaching-learning process, but this time in a virtual way, its use and application, also the main platforms used, among which we can mention Google Meets, Classroom, Zoom, and Teams. These and other platforms are the most common and most used worldwide, which have been created not only to facilitate the different activities carried out by the teacher but also to facilitate student's learning during the new modality that has been adopted by different educational institutions after the impact that the pandemic by COVID-19 had on education.

Besides, we ventured to know and use some technological tools of which we did not have such broad previous knowledge, but during the course, we learned their importance, their use, and some of their main features. We were able to learn and discover new ones as well since as part of the different evaluated activities we did deep research on our own about more technological tools that can be used in a virtual environment. We were able to put into practice each one of these tools during our module II, examples of these are Liveworksheets, Nearpod, Padlet, Kahoot, etc.

It is also important to mention that the different modules were not only based on knowing the different tools that can be used for teaching in a virtual environment. Our facilitator was also responsible for guiding us in the process that should be followed during a class, as a result, we learned that a class cannot be started by going straight to the

point because we have to perform different activities either to activate the prior knowledge of the students, to introduce a new topic, to motivate their interaction and participation during the class, etc. We also learned to design our classes taking into account the different characteristics of the group we have in charge of since we will not be able to use the same activities created for a group of adults in groups only of children or adolescents.

In addition, thanks to the knowledge acquired during the three modules, as a group we are able to design different types of didactic material that can be used in our future virtual classes, as well as in face-to-face classes. There is a wide range of material that we can create through different platforms or learning management systems better known as LMS, which are online learning spaces that allow us to create a virtual classroom to teach online. Among the activities or materials, we learned how to create podcasts which are audio content of specific topics and are available through a file or streaming. We also learned to create interactive images that allow us to develop our classes in a less monotonous way, online exams in which students can get their grades instantly, interactive videos such as the one we created in Powtoon, and some other activities that are more complex which is to create a website with Google sites, etc.

These modules helped us to develop many more competencies and skills that we should have as teachers when instructing our classes. We learned that the teaching process is not static or linear, as it was proved from the moment that education had to be adapted almost immediately to the world situation that we have lived in since the beginning of the pandemic. Our facilitator taught us to always be at the forefront and always innovate in our classes since it is important to study our group of students to be able to adapt to the abilities and process of studying and learning each one of them.

In brief, the pandemic has posed significant challenges in the day-to-day activities of education, and many educational institutions had already adopted practices to make their education delivery flexible and accessible to meet student needs. Through this course, we learned to evolve as teachers and to adapt to new modes of teaching to continue sharing our knowledge with our students.

VI. CONCLUSIONS

A few months ago, it was two years since the first announcement of the suspension of face-to-face classes worldwide due to the pandemic situation which shook the educational world as we could never have imagined. The pandemic by COVID-19 turned the world towards virtual learning that, apparently, came to stay. In the virtual education model, what predominates is a work of orientation to the students by teachers to offer mechanisms that allow them to explore the different subjects, therefore, as a research group we have concluded that:

- It is necessary to train teachers for virtual education, in digital skills, and pedagogies for a remote education model, with special emphasis on identifying effective methodologies of online teaching, with support in the development of socio-emotional skills to face the mental health challenges of students by being limited to a study in which their interaction with peers and teachers is practically null or in any case very limited.
- Educational institutions should promote new and innovative learning approaches so that all children, adolescents, and students, in general, are ready to progress in the transition from a face-to-face education to a fully virtual or hybridized one. This will prevent problems such as an increase in early and post-pandemic school dropouts.
- The implementation of the virtual modality generated a redefinition of the role of the teacher since today students can access knowledge more easily, so the role

of teachers became a facilitator or guide for the acquisition of knowledge in which students are primarily responsible for their own learning process.

- The teacher must be flexible and must adapt to the different learning styles of their students mainly if they are at higher levels since many of their students work or perform extracurricular activities which makes it difficult for them to access. In this way, it is important to establish the deadlines for the achievement of the activities that are carried out and negotiate with them.
- The role of the teacher in virtual education goes beyond the simple use of technology and it is important that the teacher has the necessary interest to carry out a successful process. The biggest problem that a virtual teacher can face is ignorance about how their role should be in the face of the new challenges of education through the use of technology, in situations like the one we experienced during the pandemic, so teachers should change their methodology, try to get rid of traditional methods because if they are used in the same way in a virtual environment, they can bring very bad consequences.

VII. RECOMMENDATIONS

The research team has prepared a series of recommendations not only for the Foreign Language Department professors but also for the authorities of the School of Humanities, so they can continue working together to improve the educational system and to ensure that students of different majors will receive quality education through the online modality.

To the authorities of the School of Humanities:

- To assign in an equitable way part of the overall faculty budget to each school and department to improve and update the different technological resources which include but are not limited to computers, boosters to improve internet signal, USB, hard drives, etc.; and thus ensure the good development of the different classes in the virtual modality.
- To provide continuous training to all staff, whether teaching or administrative, especially those who are not so familiar with digitization and/or technological equipment. It is important to have together good technological equipment and trained staff for the handling of the same since this will be what will guarantee excellent teaching work in a virtual environment.

To the Foreign Language Department professors:

- To innovate in the design of didactic material used to develop the different online courses and not to limit to the exclusive use of PDF documents, videos, or PowerPoint presentations and thus avoid classes becoming boring or monotonous.

- To motivate students in each of their classes to continue their studies in a normal manner regardless of the modality in which this is developed, make them participate in each of them, and avoid making them feel just like another listener over the different sessions that are held on different platforms.

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IX. APPENDIXES

Screenshots of Syllabus module I



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

Module I Syllabus



Online Foreign Languages
Teaching

March, 2022

1. GENERAL INFORMATION

1.1 Module 1: **Online Foreign Languages Teaching**

1.2 Code: **EDH114**

1.3 Pre-requisite: **None**

1.4 Academic Credits: **3**

1.5 Target Population: **Students who have concluded their academic process**

1.6 Month and Year: **March 2022**

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

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

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

1.10 Hours per Module: **60 Hours**

1.11 Professors : **MEVA. Sey Danisia Najarro de Alvarado
MsDi. Juan Antonio Flamenco Flamenco**

2. Module Description

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

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

3. OBJECTIVES

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

b) Specific Objectives:
At the end of this module, participants will be able to:

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

4. Methodology

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

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

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

5. CONTENTS

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

Time Table		
(Online Meetings) Week	Synchronous session	Asynchronous session
1 Thursday 31st Tuesday 5th Saturday 2nd	<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 9th Thursday 7th Tuesday 19th	<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 Thursday 21th Tuesday 26th Saturday 23th	<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 Thursday 28th Tuesday 3th Saturday 30th	<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 Thursday 5th Thursday 12th Saturday 7th	<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	<ul style="list-style-type: none"> Learning Management Systems - 	<ul style="list-style-type: none"> Create a Virtual Classroom

Tuesday 5th Thursday 19th Saturday 14th	Google Classroom (Live demonstration)	<ul style="list-style-type: none"> Forum to answer questions or clarify doubts
7 Tuesday 24th Thursday 26th Saturday 23rd	<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 Tuesday 31st Thursday 2nd Saturday 28th	<ul style="list-style-type: none"> Demonstrative class (MEET) 	<ul style="list-style-type: none"> Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

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

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

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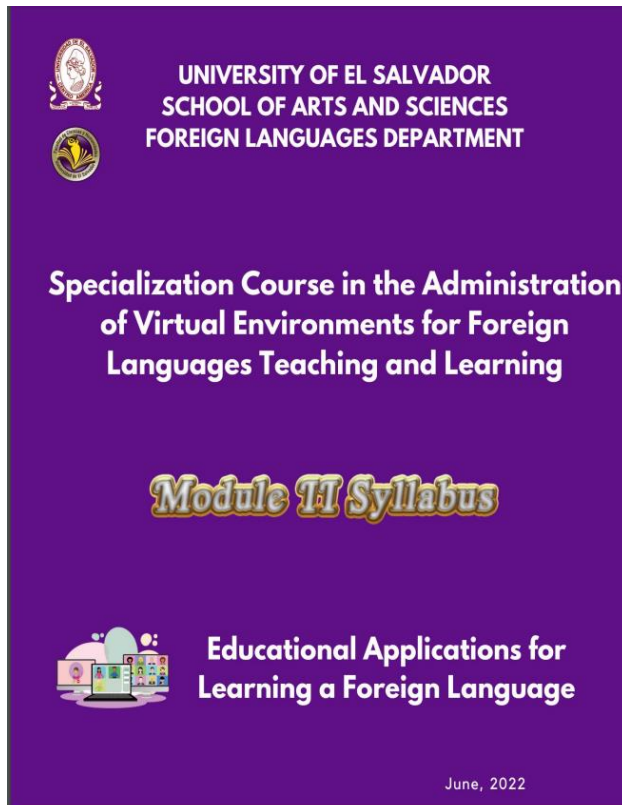
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Screenshots of Syllabus module II



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

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

Module II Syllabus

**Educational Applications for
Learning a Foreign Language**

June, 2022

I. GENERAL INFORMATION

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

1. Module Description

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

2. Objectives

a) General Objective:

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

b) Specific Objectives:

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

- ✓ define the terms and principles associated with technological tools for educational purposes.
- ✓ use technological tools to plan and develop synchronous class activities.

3. Methodology

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

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

4. Contents

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

Time Table

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

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

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

6. Class Policies

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

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

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

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

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

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

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

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

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

**Artículo 151

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

7. REFERENCES

BOOKS

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

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


WEBSITES

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

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

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


Screenshots of Syllabus Module III



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

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

Module III Syllabus



**Design of Didactic Materials
for Virtual Environments**

August, 2022

1. GENERAL INFORMATION

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

2. MODULE DESCRIPTION

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

3. OBJECTIVES

- a) General objective
- To design digital materials to be used in the teaching and learning of foreign languages.
- b) Specific objectives

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

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

4. METHODOLOGY

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

5. CONTENTS

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

activities	3 Modules (Final version) ❖ Live defense of Integrative Task
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Time Table

Week/Date	Synchronous Session	Asynchronous Session
1 Saturday, July 30 th to Friday, August 12 th , 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 13 th to Friday, August 19 th , 2022	❖ Use and creation of Podcasts ❖ Using Audacity ❖ Using Soundcloud	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
3 Saturday, August 20 th to Friday, August 26 th , 2022	❖ The Fundamentals of image selection ❖ Using Genially	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
4 Saturday, August 27 th to Friday, September 2 nd , 2022	❖ Using and Creating a Google Site	- Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
5 Saturday, September 3 rd to Friday, September 9 th , 2022	❖ Fundamentals of Presentation Creation	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
6 Saturday, September 10 th	❖ Using Google Presentations	- Videos - Tutorials

to Friday, September 16 th , 2022		- Websites - Question and answer forum - Creating a Google Presentation - Guidelines for the elaboration of activities
7 Saturday, September 17 th to Friday, September 23 rd , 2022	❖ Fundamentals of video production ❖ Examples of Video Editors	- Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
8 Saturday, September 24 th to Thursday, September 29 th , 2022.	❖ Use of Smart Phones for video recording. ❖ Use of OpenShot.	- Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

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

Summative evaluation:

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

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

7. CLASS POLICIES

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

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

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

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

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

time allotted to the meetings.

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

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

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

Artículo 147

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

Artículo 148

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

Artículo 150

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

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

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

Artículo 151

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

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

Artículo 152

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

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

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

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

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

Screenshots of some activities developed during the Specialization course:

Infographic:

WHAT IS AN LMS?
An LMS is a software that helps you create, manage, organise, track and deliver online learning materials to learners. There are various examples which plays a very significant role in the spread of online education thus aiding the students in attaining their degree.

EXAMPLES

MOODLE
Modular Object-Oriented Dynamic Learning Environment is a free software that helps educators in facilitating interaction with online students.

EDMODO
This is an educational network that aims at providing teachers with tools to help them connect and communicate with their students and parents.

SCHOOLGY
Schoology is an LMS that allows teachers to create and manage academic courses for their students to enhance their learning and success.

HAIKU LEARNING
It is designed to extend the boundaries of classrooms into the home by using technology while providing a safe and secure environment for learning.

FEATURES

- PLCs.
- Data and analytics.
- Assesment reporting.
- Personalized pacing.
- Parent communications.
- Individualized instruction.

FEATURES

- Recording of grades.
- Content management.
- Track class attendance.
- Distribution, collection and evaluation of assignments.
- Forum relating to the course.

FEATURES

- Student Portal.
- Real-time Updates.
- Communication Management.
- Content Library.
- Discussion forum.
- Course Tracking.
- Skills Assessment.

IMPORTANCE
These type of tools are essential during this time where social distansing and lockdown protocols are in place. They provide continuity in education, ensure health and safety, guarantee effectivity in online learning, personalize learning experience, etc.

EDUCATION MUST GO ON!

Google Classroom:

BASIC ENGLISH

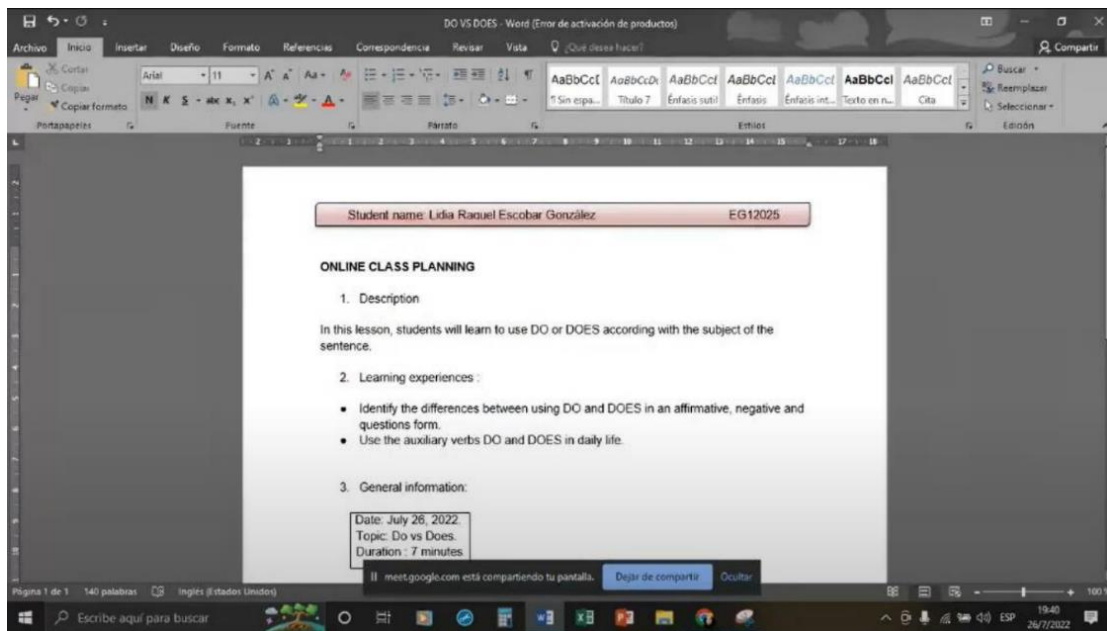
ENGLISH

WELCOME

WEEKLY ACTIVITIES SCHEDULE

MON	TUE	WED	THU	FRI
9:00 AM - 10:00 AM	9:00 AM - 10:00 AM	9:00 AM - 10:00 AM	9:00 AM - 10:00 AM	9:00 AM - 10:00 AM
10:00 AM - 11:00 AM	10:00 AM - 11:00 AM	10:00 AM - 11:00 AM	10:00 AM - 11:00 AM	10:00 AM - 11:00 AM
11:00 AM - 12:00 PM	11:00 AM - 12:00 PM	11:00 AM - 12:00 PM	11:00 AM - 12:00 PM	11:00 AM - 12:00 PM
12:00 PM - 1:00 PM	12:00 PM - 1:00 PM	12:00 PM - 1:00 PM	12:00 PM - 1:00 PM	12:00 PM - 1:00 PM
1:00 PM - 2:00 PM	1:00 PM - 2:00 PM	1:00 PM - 2:00 PM	1:00 PM - 2:00 PM	1:00 PM - 2:00 PM
2:00 PM - 3:00 PM	2:00 PM - 3:00 PM	2:00 PM - 3:00 PM	2:00 PM - 3:00 PM	2:00 PM - 3:00 PM
3:00 PM - 4:00 PM	3:00 PM - 4:00 PM	3:00 PM - 4:00 PM	3:00 PM - 4:00 PM	3:00 PM - 4:00 PM
4:00 PM - 5:00 PM	4:00 PM - 5:00 PM	4:00 PM - 5:00 PM	4:00 PM - 5:00 PM	4:00 PM - 5:00 PM

Live Class:



DO VS DOES - Word (Error de activación de productos)

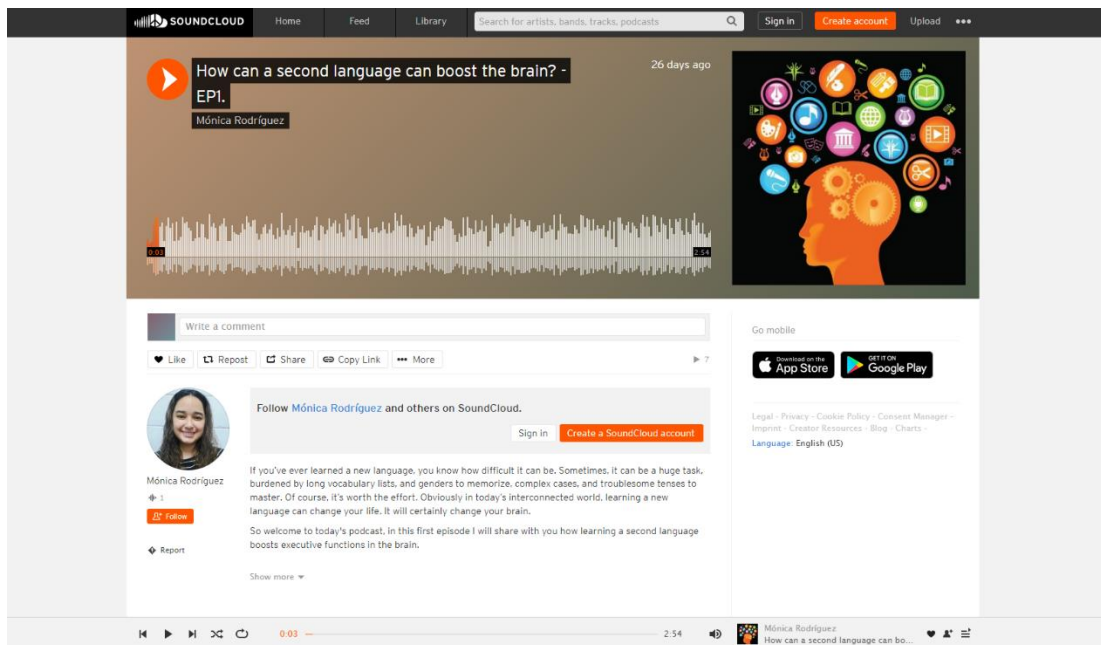
Student name: Lidia Raquel Escobar González EG12025

ONLINE CLASS PLANNING

1. Description
In this lesson, students will learn to use DO or DOES according with the subject of the sentence.
2. Learning experiences :
 - Identify the differences between using DO and DOES in an affirmative, negative and questions form.
 - Use the auxiliary verbs DO and DOES in daily life.
3. General information:
Date: July 26, 2022
Topic: Do vs Does
Duration : 7 minutes

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How can a second language can boost the brain? - EPI1

Mónica Rodríguez 26 days ago

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Mónica Rodríguez

If you've ever learned a new language, you know how difficult it can be. Sometimes, it can be a huge task, burdened by long vocabulary lists, and genders to memorize, complex cases, and troublesome tenses to master. Of course, it's worth the effort. Obviously in today's interconnected world, learning a new language can change your life. It will certainly change your brain.

So welcome to today's podcast, in this first episode I will share with you how learning a second language boosts executive functions in the brain.

Show more

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2:54 Mónica Rodríguez How can a second language can bo...