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

TITLE:

THE MOST COMMON ONLINE EDUCATIONAL TOOLS IN TEACHING-

LEARNING FOREIGN LANGUAGES IN VIRTUAL ENVIRONMENTS.

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SPECIALIZATION PROFESSOR

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Contenido

1   Abstract

The world has changed during the last three years, everyone´s reality has become more and more virtual. The changes had helped in some fields such as online sales which were the most popular way to get products and services, that was translated into new emerging small business, but there were other institutions that went through several difficulties for adapting their activities to the circumstances, one of them was the educational organizations. To face this situation, teachers had to learn how to use different technological tools in their classes, or even discover their existence, and the new teacher generations have to acquire that knowledge. This report gathered all the information about the use and implementation of various platforms and tools in virtual classrooms, such as: flipgrid, Edpuzzle, Liveworksheet, etc. likewise, all applied activities during a virtual course.

Key words: *COVID 19; Technological tools; Virtual classrooms; Online platforms; Educational organizations.*

2   Introduction

Education has always been an important part of human development, and it has had a lot of changes throughout history, the first learning-teaching technique used to be oral, within the time the method evolved and nowadays we have plenty of resources to teach and learn. It is never too old or young to learn something new, but in the last few decades the use of technology became more and more popular that it was impossible not to use it in education.

Technological resources are such a great way to learn and teach new things for all the generations. Nowadays kids grow using technology, and it is very common to see toddlers using cellphones, tablets, and so many other devices that help them to acquire knowledge. Teenagers, young adults, and adults of all ages seem attracted to the use of technology. It has become an important resource for daily activities, you can see people using it to work from home and even to have access to another part of the world.

The educational field started to use technology as a complement for the normal tasks teachers develop, this include the creation of new material for the community, the translation of documents in another language helping others to acquire new perspectives and use it in their classrooms. Moreover students had the chance to become more specialized in using the internet and the different educational material on the web. In addition to this, the education gap that exists became a little shorter due to the use of online education.

Online education is one of the latest innovations in the field, for the students who have struggles moving from one place to another E-learning was an incredible option, even for international students; thanks to the different learning management systems (LMS), technological tools and the ICT's education is more flexible and accessible for everyone.

3   Objectives

3.1   General objective

1. Describe the development of the three modules that compose the specialization course "*Administración de ambientes virtuales para la enseñanza y aprendizaje de idiomas extranjeros*".

3.2   Specific objectives

1. List the different activities used throughout the three modules of the specialization course "*Administración de ambientes virtuales para la enseñanza y aprendizaje de idiomas extranjeros*".

2. Organize the activities carried out from the first module of the specialization course to the last module, providing a synthesis for each of them.

3. Highlight the use of the various platforms and their uses for teaching purposes taught during the six months of the specialization course "*Administración de ambientes virtuales para la enseñanza y aprendizaje de idiomas extranjeros*".

4 Theoretical framework

4.1 Education and Covid-19

Along the years students have been developing a project as the final work of the bachelor in order to obtain their degree, few years ago was approved a proposal in which the Department have the chance to create different courses that students can take for a period of six months to help them enhance their priorities between traduction, E-learning or tourism; having further knowledge in the area of their preference. This was a benefit for all the student community in the Department of Foreign Languages.

Virtual learning has always been present in education however it was not that common before the pandemic, once Covid-19 came in 2020, the traditional learning method switched to virtual learning due to the circumstances of the moment, of course neither professors nor students were prepared for that; most of the people in the academic field face the necessity of learn more about virtual tools in order to reach their students at home so they can continue with their studies.

The World Health Organization declared in March 2020 Covid-19 as a pandemic. Everything changed since then until now, and education was highly affected. Lots of schools, universities were closed worldwide due to the pandemic in order to preserve peoples health. One of the most critical problems that students and professors face was the use of virtual tools to communicate with each other taking in consideration the technological barrier that exists all over the world.

By that time only 8 of the 33 countries provided technological devices as one of the measures adopted to implement distance learning activities (Argentina, Chile, Colombia, El Salvador, Jamaica, Peru, Saint Vincent and the Grenadines, and Uruguay). For several years now, Uruguay has had a State policy, in the framework of the Ceibal Plan, that includes providing the school population with devices (laptops or tablets). In addition, to carry out distance learning activities, the strategies of 14 countries include providing training

resources for teachers, especially with regard to tools for the use and management of information and communication technologies (ICTs).

Most countries have digital resources and platforms that can be accessed remotely, which have been bolstered with unprecedented speed by the ministries of education by online resources and the launch of free-to-air television or radio programming. However, few countries in the region have national digital education strategies with a model that takes advantage of ICTs (Álvarez Marinelli and others, 2020). This is compounded by unequal access to an Internet connection, which results in an uneven distribution of resources and strategies, mainly affecting lower-income or more vulnerable groups (Rieble-Aubourg and Viteri, 2020)

4.2   Multimedia

The multimedia has the objective to broadcast between the different media available as texts, photographs, animation, graphics, mostly with the purpose of educating or to entertain. It is a multiple combination of forms of content, there exists other concepts of multimedia, interactive multimedia and hypermedia; the first it is related with the user since he/she is the one that determines what or when to see any type of content, and the second makes reference to the procedures used to create the content that might include videos, photos, texts, audio, so it can be interactive with the users, as an example social media, platforms that let the users interact with others as well as educational platforms.

Besides it exists two categories of multimedia, linear multimedia in which tools generally progress from one screen to the next and are commonly used by instructors as a supplementary teaching aid. This form of multimedia tends to limit learning potential because it does not require active participation. Nonlinear multimedia tools (those that include hyperlinks) offer viewers interactivity, control of progress, and choice in their construction of knowledge. When it is used as active learning tools, nonlinear multimedia engages students in using 21st-century skills which fall into six distinct categories i.e. critical thinking,

information and media literacy, creativity, communication skills, collaboration, and contextual learning. Nonlinear multimedia also provides a variety of creative, digital-age reflection opportunities.

The multimedia classroom tools offer classroom teachers multiple ways of engaging students in the learning process. Teaching is no longer "chalk and talk", it is supported with various media like books, journals, audio-visual aids, electronic media and so on; media are classified into seven categories such as:

- **Graphic media:** books, pictures, photographs, maps, charts, posters, graphs, diagrams etc.

- **Display Media:** chalkboard, bulletin board, flannel board, peg boards etc.

- **Three Dimensional Media:** models, objects, specimens, puppets etc.

- **Projected Media:** slides, filmstrips, transparencies, films, video tapes, gramophones, records etc.

- **Audio Media:** radio, audio cassettes, gramophones, records etc.

- **Video Media :** TV, video cassettes, CD, computers etc.

- **Activity Media:** field trips, dramatization, demonstration, role-playing etc.

4.3   Educational tools

An educational tool is known for being a support for the professor; the tool can be an app or a website in which the main objective is to provide academic support to the teacher, but also students can get advantage of it. Most of these tools are called friendly use, they usually provide a micro-tutorial or guidance on how to use the website or app. Even when they get updates, it always displays on the screen a new tutorial about the new feature.

These types of educational tools strengthen the process of teaching and learning; moreover, they enhance the development of new skills and increase the level of opportunities to have access to knowledge. By having access to different online educational tools, students easily

pay attention since they are curious to learn, reinforcing their interpersonal skills and teamwork.

Technology is an integral part of the learning process and an important consideration for teachers, due to the fact that teachers are creating material for the learning experience, but they also learn while teaching their students. It is a win-win for both groups. Professors have the opportunity to design meaningful material that involves technology as the main character.

This does not mean that technology was not here a few years ago because it was and has always been an option for teachers. However, the digital gap used to be bigger, and nowadays the access to technology is not too complicated thanks to global development, but of course there always exists a gap; once the pandemic arrived, virtual learning and tools became a necessity between the pedagogical community.

4.4   ICT's and E-learning

ICT's also known as information and communications technology are resources or tools that are used for the process, administration or distribution of information through technological elements. Technology can facilitate universal access to education, reduce learning gaps, support teacher development, improve the quality and relevance of learning, strengthen integration, improve the management and administration of education.

E-learning, also known as online teaching, refers to the development of the dynamics of teaching - learning that is carried out virtually. That is an educational format where teachers and students can interact differently from the face-to-face modality. It relies on ICTs, as it makes use of the tools offered by the Internet and new technologies to provide adequate and high quality educational environments.

Online education is a "solitary and dehumanizing" education (Roquet 2009) considered so because there is not much contact between students and the teacher. However, we must bear in mind that, behind the entire structure of online education, there is a teacher, who qualifies, guides and feeds back on the proposed activities; in such a way that the student is attended in a personalized way by the advisor, but virtually.

A significant progress has been made in the last decade regarding the use of ICTs in online education strategies; however, there are many challenges. Among the most important are finding the method, which demands updating, knowledge, and a lot of creativity on the part of teachers so ICTs can have a didactic function. Accomplish within its method students acquire significant learning, but that not only serves for the process and acquisition of information, but also stimulates students skills, abilities, values and ethics, in all this accumulation of information and its rapid access.

Nowadays we have plenty of informatic resources that have the main characteristic of being powerful educational media both in online education and in its face-to-face modality. Web 2.0 has wide possibilities at the educational level, and its main feature is social participation, where a diverse of resources and documents can be shared, which are used today in the teaching-learning process.

4.5   Learning Management Systems

An LMS (Learning Management System) is a software that helps users to facilitate online learning and serves to record and track student outcomes. This learning method is more interactive; users feel more comfortable using them. In fact, thanks to technological development and the creation of new and comfortable digital platforms, users of any age, educational level or social status can make use of these systems in an easy and fun way.

While working with LMS, there are two key concepts: asynchronous and synchronous. The first one refers to the activities done through e-learning, and the second

refers to activities in face-to-face mode. LMS are designed to create a better teaching-learning experience bringing almost everything from a regular classroom to a virtual one where students and teachers can still enjoy a class.

There are plenty of LMS on the web, but every organization can choose the one that fits better their needs. Once the pandemic arrived, LMS became popular since it was the tool that allows teachers to track their students progress and also to provide them with materials, guidelines, exams to follow the learning process of a regular classroom.

5   Description of activities

5.1   Module 1: Online English Language Teaching

This module was about the fundamentals of teaching English online and the use of Learning Management Systems (LMS). In this module, it was discussed the differences between asynchronous and synchronous classes while teaching English in a virtual environment. As well as the explanation of learning theories to decide which one was the most suitable when teaching a foreign language. The most common educational platforms were explained and the criteria that participants should take into account for choosing one of them.

The following activities were developed during this module:

5.1.1   Discussion forum

For this activity, students wrote an essay comparing the learning theories when teaching English in traditional classrooms and in virtual environments. Students took four learning theories: behaviorism, cognitivism, constructivism, and connectivism. The essay was posted on the platform Campus of the University of El Salvador. In the second part of the activity, students read and replied to at least three classmates' posts. Students had to say if they agreed or disagreed with their classmates' information and support with extra data that could be included in the posts.

5.1.2   Infographics

The objective of the activity was to design an infographic that showed the special features of the four most common Learning Management Systems. For this, the participants discussed with the tutor the definition of an LMS and its main features during the classes. Besides that, the tutor explained how the learning theories could be used with an LMS. Therefore, students searched and analyzed the information about the features of each LMS selected. The technological tool utilized to design the infographic was Canva, and the evaluated criteria were the color, shape, images, size, layout, content, spelling,

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capitalization, and punctuation. The file had to be downloaded in PDF or JPG format. Then, it had to be uploaded on Campus.

5.1.3   Creation of a virtual classroom

To develop this activity, the participants were taught about Google Classroom as it was the Learning Management System to use in the creation of a virtual course. In pairs, the students had to select a macro skill or subskill and gather information on the skill selected to create a 45 minutes class.
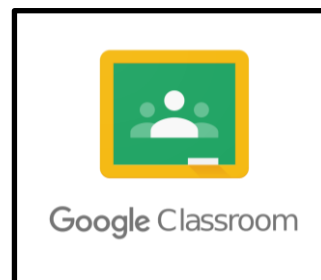
The material uploaded to the classroom could be a PDF file, video, audio, image, or a PPT. Some other aspects were added such as a welcome message on the Stream, an evaluated assignment, and the lesson plan. The evaluated criteria for the activity were the correct course organization, the material design with no grammar mistakes and punctuation, and attractive material that looked professional and according to the macro skill or subskill chosen.

5.1.4   Demonstrative class on Meet

This activity consisted in preparing and managing a micro-teaching lesson through Google Meet. The same pair of students that worked in activity 3 developed a 15-minute class. They had to select a macro skill or sub skill and then created a lesson plan for better class management. The pair of students
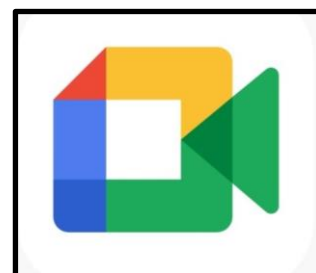
performing as teachers explained the topic to the rest of the class. They used a PowerPoint Presentation and asked the students to participate in activities already planned. All the material utilized to teach was uploaded on Campus. The evaluated aspects presented on the rubric were to demonstrate knowledge of the topic. Consequently, to communicate clearly with students, correct tone of voice and teachers' confidence. The final aspect was the effective use of technology.

5.2   Module 2: Educational Applications for Learning a Foreign Language

Module 2 was about the theoretical information of technological tools for teaching and learning a foreign language in a virtual course. During the module, students learned to work with ten technological tools to teach online and these were Flip, Edpuzzle, Liveworksheets, Flippity, Padlet, Nearpod, Classroomscreen, Powtoon, Kahoot, and Quizizz. In addition, students designed activities using these tools to plan and develop synchronous classes. The participants had the opportunity to have demo classes using technological tools explained by the tutor.

Technological tools discussed in the module:

1. **Flip (Flipgrid)** is a platform that allows teachers to interact with their students through video discussions or voice recordings. Students can be organized in groups and record a video of themselves. This tool has features as a video editor since students can trim, and add music, text, stickers, emojis, or images to the video.

2. **Edpuzzle** is an online tool that serves as a video editing and formative assessment website that lets teachers cut, crop, and organize videos. Educators embed open-ended or multiple-choice questions on a video at relevant points. The videos can be taken from YouTube, TED, Vimeo, and National Geographic.

3. **Liveworksheets** is a tool that allows the creation of interactive online exercises with self-correction. This website integrates audio, videos, drag-and-drop features, multiple answer options, and even speaking exercises.

4. **Flippity** is a great tool that makes interactive games that engage students in learning activities. It turns Google spreadsheets into flashcards, a spelling quiz, a memory game, a word search, and more.

5. **Padlet** is an online platform that provides a canvas working as a board. Teachers can attach images, videos, links, as well as text. It's also a collaborative board in which

educators can share the link of the board and instantly students interact with the space given.

6. Nearpod creates learning resources that are interactive for students to engage with and learn from. Teachers can build complete lessons and add videos, polls, multiple-choice quizzes, and images.

7. Classroomscreen is an online tool that consists of widgets that support classroom activities. Using this digital tool, teachers are capable of stimulating the engagement of students with the use of widgets.

8. Powtoon is a tool that enables teachers to create short animated videos for business and educational purposes. Teachers can use a free library of animation videos, live-action videos, or designed backgrounds.

9. Kahoot is an online game-based learning platform. It allows teachers to set up questions and help students to review important topics. The main purpose of the tool is to motivate and keep active students' learning.

10. Quizizz is a learning platform that offers multiple tools to make a classroom fun, interactive and engaging. Teachers can construct lessons, conduct formative assessments, assign homework, and have other interactions with their students in a captivating way.

The following activities were developed during this module:

5.2.1 Infographic based on the fundamentals of technological tools when teaching a language
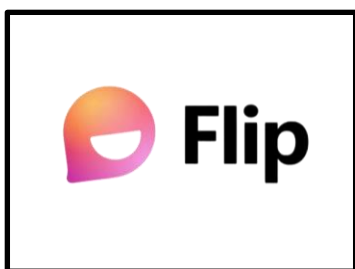
Students elaborated an infographic that represented through images and text the importance of using technological tools in teaching-learning languages. Students searched for information on the Internet. After gathering the information, they were required to make the infographic using Canva or any other tool and give a name to the infographic. The file

was uploaded on Campus in PDF or JPG format. The points to be evaluated were the visuals, accuracy of content, attractiveness, and correct spelling and punctuation.

5.2.2   Video in Flip (Flipgrid) about the Technological tools

This activity aimed to describe two educational tools and give examples of how to use them in the classroom. The steps to follow by the participants individually were to create or upload a video on Flip. The video had a short description of the technological tools and an activity that could be used in the class. Students were allowed to record the video using Flip, a phone, or any other application like Loom. Students took into consideration that the video addressed teachers and it lasted five minutes at maximum. The indicators assessed were the topic understanding, grammar, focus of the topic, fluency, and duration of the video.

5.2.3   Powtoon video

This activity was about the creation of a video using PowToon explaining how to use one educational tool studied in the previous classes of the course. The activity was developed individually by the participants and they focused the video on students and not teachers. For this reason, the video included the most important features of the tool selected and how to use it in a class. Additionally, the participants designed an activity for the students. The video had a time limit of three minutes. The evaluated details of the video were focused on the assigned topic, and topic understanding by providing accurate information, grammar, fluency, and graphics.

5.2.4   Demo class using technological tools

The last activity of module 2 consisted in preparing and managing a microteaching lesson utilizing educational tools for learning and teaching a foreign language. In groups of

five, the participants chose a topic and created a lesson that included a warm-up, a presentation, a practice, a production, and a wrap-up. Each participant developed one part of the lesson having five minutes at minimum. Thereby, the participants used different educational tools for every part of the lesson to avoid repeated tools. A lesson plan was delivered that described the aim, objectives, topic, and activities produced in the educational tools. The aspects evaluated by the tutor were the lesson aim, the content of the lesson, preparedness, language use, and pronunciation.

5.3   Module 3: Design of Didactic Materials for Virtual Environments

The final module of the specialization course focused on using at least four web tools to design educational materials such as podcasts, online presentations, interactive images, and videos for teaching-learning foreign languages in a virtual environment. It is relevant to highlight what students have learned throughout the three modules by completing an integrative task showing their competencies acquired in the course.

The activities completed during the module were:

5.3.1   *Elaboration of a podcast*

As an individual activity, students created a podcast to help teach an educational concept. To start with this activity, they selected a topic and searched for information about it. This allowed students to write a script. Then, they recorded the audio with a short introduction, explanation, and conclusion using Audacity. In this tool, the participants edited the audio and included background music to have excellent outcomes in the recording. The podcast had its proper name and it should be 6 minutes long. Finally, the students uploaded the podcast to SoundCloud and shared the link on Campus. The points to be evaluated were the format, content, delivery, and technical production.

5.3.2 Instructional video in OpenShot

Students worked individually on the creation of an instructional video to use in the virtual classroom to explain or teach an educational concept. One of the requirements was to choose a topic related to the course in Google Classroom. Students searched and analyzed the information and wrote their scripts. Furthermore, they chose whether images or video clips to include in the video. Students were able to make a 4 to 6 minutes video using PowerPoint, a video recorder from the laptop/desktop, or any other screen recorder. Once the video was ready, students edited it on OpenShot. The video could be uploaded through YouTube and shared the link on Campus or upload it directly on Campus. The evaluated criteria for the assignment were composition and background, audio levels, conventions, content and scripting, performance and narrative, and video length.

5.3.3 Interactive image in Genially

Participants individually created an interactive image that could be applied in the virtual language course. They picked a topic related to the course in Google Classroom. They also gathered information such as websites, videos, and activities. The next step was to look for a suitable picture or pictures that helped to create the interactive image. Once all the parts were selected, the participants utilized the online tool Genially to create the interactive image. According to the recommendations of the tutor, students added 4 to 6 interactive elements (text, windows, and links). The link from Genially was shared on Campus. Some aspects to be evaluated were the content, interactive elements, image/images, and links.

5.3.4 *Integrative assignment (Google Site linked to Google Classroom – Live defense)*

The main objective of the activity was to evaluate the creation and implementation of a website created through Google Sites and linked to Google Classroom. It was divided into two parts. The first one was that students individually created the website with mandatory sections such as a brief introduction of the teacher, the schedule of the class, and assignments. Besides, the website included the podcast, video, slideshow, and interactive image all from module 3, and at least three tools studied in module 2. The second part was the presentation and demonstration of the website to the tutor and classmates. The participants explained the functionality, organization, and use of the site in 5 to 7 minutes. A point considered in the development of the activity was that students added the tutor as a collaborator on the website. The evaluated criteria were content accuracy, layout, color choice, navigation, links, spelling, and grammar.

5.3.5 *Final written report*

The final activity aimed to describe the knowledge acquired during the three modules in the specialization course. Based on the program, students worked on a draft of the final report which consisted in writing the objectives, theoretical framework, and description of activities of modules 1 and 2. This draft had 15% of the final grade. Then, students continued working on the rest of the report which was composed of an introduction, activities of module 3, achievements, conclusions, recommendations, bibliography/webliography, and appendixes. This part had 20% of the final grade. Those two percentages summed up the total of 35% as the final grade. Among the criteria evaluated were required elements, use of references, tone, sentence structure, and mechanics.

6 Achievements

- At the end of module 1, the team learned how to create a classroom using the Google tool "**Google classroom**"

- The team managed to create activities, upload material, and assign homework in **Google classroom.**

- The team learned how to use the educational tool **Flipgrid**. A platform that allows teachers to create groups in which students can upload videos related to the topic the teacher asks for.

- The team learned how to use the educational tool **Edpuzzle**. A platform that helps teachers to create interactive videos.

- The team learned how to use the educational tool **Liveworksheet**. A tool that makes possible for teachers to take their worksheets and turn them into interactive worksheets.

- The team learned how to use the educational tool **Flippity**. A website that offers several options to create interactive games.

- The team learned how to use the educational tool **Padlet**. An online platform in which teachers can create instant interactive boards to share links, videos and images with their students.

- The team learned how to use the educational tool **Nearpod**. A website that teachers can use to create activities and learning resources for their students.

- The team learned how to use the educational tool **Classroomscreen**. A tool that provides several options to create activities. One of them is the virtual board.

- The team learned how to use **Powtoon**. An educational tool to create and edit short animated videos.

- The team learned how to use **Kahoot**. An educational platform based on game-learning.

- The team learned how to use **Quizizz**. Educational website that provides the possibility of creating funny evaluations.

- The team was able to include the studied educational tools in a demonstrative class.

- The team was able to learn how to create a podcast through the use of the audio editing program "**Audacity**". A podcast consists of developing a topic using an audio format.

- The team learned how to create an interactive image exploring the educational tool "**Genially**". Using an interactive image, teachers can attach links to which students can click on.

- The team learned how to create instructional videos using the video editing program "**OpenShot**". An instructional video consists of recording a video to develop a topic.

- The team was able to learn how to create and manage a Google Site.

7   Conclusions

After finishing the six months of the specialization course named "Curso de Especialización: Administración de Ambientes Virtuales para la Enseñanza y Aprendizaje de Idiomas Extranjeros", the team reached the following conclusions:

- The new reality that the world is experimenting has changed everything and, until this moment of history, many of the educational tools explored during the course were unknown.

- The educational tools learned throughout the course gives the possibility to teachers to innovate their classrooms and lessons.

- As teachers, being aware of the options and resources available is crucial for the correct planning and performance of future courses.

- The correct implementation of the educational tools facilitates the transmission of knowledge not only for students, but also for teachers since each student may have a different way to absorb topics. The educational platforms are enormously helpful at the moment of adjusting the way of teaching.

8 Recommendations

To the authorities of the Department and the School of Humanities

- To make instructions for the evaluated activities more explicit and understandable since they were confused when reading only the rubric.

- To change to another video editor from the program of module 3 for a more up-to-date and technologically friendly to the users.

- To incorporate technological tools that can be used in a mobile device such as a smartphone or iPhone since all the tools studied were executed on a laptop or desktop.

- To add an educational tool named Whiteboard.chat that can be used when teaching synchronous classes.

To the teacher

- To make students participate in the activities during the development of the class to ensure that students understand the topic or technological tool.

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10   Appendixes

← Educational Learning Theories Essay

Learning Theories essay. Yessenia Lisseth Zavaleta Ramírez. →

Educational theories and online teaching
by **Saraí Magdalena Flores Granados** - Wednesday, 20 April 2022, 7:08 PM

Changes around the world caused by a virus were necessaries to avoid people to die as a victim of this mortal illness, but inside all these changes maybe one of the most affected fields has been education; the need of keeping the distance from one to others obligated students and teachers to transform the way of teaching. That certainly represented an enormous amount of difficulties and possibilities. First, not all teachers were properly capacitated to online teaching; new technologies and old teachers was not the best combination, mostly in very short period of time. That means that old teacher used to ancient methods has to learn how to even use an e-mail account very quickly. Considering all these unexpected situations it is essential to check out how educational theories can be applied to this new modality. When the education was faced to faced modality it was easy to have control on the events and see student's reactions, but since online education became mandatory, having the control on what your students does is not the same. If we take a look on behaviorism, the base of this theory is punishment and reward. Compared to face to face mode, applying this theory it is almost the same; teachers can give rewards according to their student behavior. Example: if in on site you as a teacher can reward your students because of their good performance in a test by leaving them go an early that day and, you can do the same in online mode, even you can just submit the grades with a message saying that in reward that day you will live them have a little rest.

On the other hand, cognitivism suggest that learning is an inter process that occurs in student's mind, and taking that in consideration it is important to say that every student is different and the way they learn can be different too; some of they will immediately absorb the subject, but others will take more time. In this case, there is a huge responsibility on teacher's shoulders, since is the teacher who has to be regardful of learner's performance and see what works the best for each student. Talking about this it would be easier to actively see how students performs and if they are even focused on the class if students and teacher are in the same room, that means that in online teaching is more challenging since students can turn off their cameras and microphones, teachers cannot really know if they are praying attention. But all this does not mean that is impossible, it just demands more attention from teachers.

Constructivism is maybe the theory which match the most with online education. Since this theory propose that a big percentage of the learning process depends on student background knowledge, it is possible to say that in this case is the same as they were face to face with a teacher, because even if the teacher makes all that necessary to transmit and explain properly all subjects, if students do not study on their own they will never improve their skills in topics. This fact is a reality no matter where or how the learning process is taking place.

As George Siemens says "Connectivism provides a look at the learning skills and tasks needed for learning to flourish in a digital age". In this theory, technology is essential to make possible the learning process. Connectivism suggest the idea that learning is a combination of many knowledge, so that, in this case is easier for students to access to internet and get all the information they require quickly and because they can have access to any author, students can obtain data from a numerous language and perspectives. This is not too convenient in the conventional teaching methodology because of course teachers are limited to books and some presentations inside the classroom.

In conclusion, the way teachers have to transmit knowledge had changed indeed and, for a lot of them it was a very stressful transition. Of course, it is possible to adapt all known educational learning theories even if it is hard because in some of them, teachers are under a lot of work and pressure because, of course, they have to be more creative and use all the resources they have without overcharging their students and help them to correctly absorb the information. All can be applied some of them easier than others it just demands effort and attention, unfortunately not all teachers are willing to give that extra effort.

← Learning Theories essay. Yessenia Lisseth Zavaleta Ramírez.

Academic Forum Mauricio Alexander Galvez Hernandez →

Learning theories and their application
by **Carmen María Sanabria García** - Wednesday, 20 April 2022, 9:05 PM

Learning is a complex process where all humans are definitely involved since newborns, learning never ends and so the theories that have been studied through the years are such a great help to become knowledge more suitable for everyone around the world, in the next paragraphs there's a brief description of four learning theories, behaviorism, cognitivism, constructivism and connectivism. Also the author provides a comparison between learning methods, traditional and e-learning in each paragraph and let the readers comprehend what theories are best for each method; finally there is a conclusion to express a personal point of view about all of the theories listed.

Behaviorism is learning theory which involves psychological aspects; this theory is mostly related with conditioning the learning in order to get a positive response from students. In other words teachers need to provide the right stimuli to display the desired behavior from their students, however if they don't get the right stimuli the response will be the opposite as desired. Applying this theory to face-to-face modality it is easier; as spoken before about stimuli, traditional learning has the advantage that teachers can provide rewards, prizes, etc., to students so they can be motivated and the theory would work according to what it says. Moreover with virtual learning the appliance of the theory it is quite difficult, the stimuli is limit thru words of recognition and students can have less active participation.

Cognitivism focuses on the process of learning, how information will be received, organized and saved by the mind. Cognitivism also focuses on the environment of learning and teaching strategies that should be suitable to the students' needs. According to this theory every step of the learning process should be well organized to obtain a positive result. During e-learning this theory is possible to use, because teachers have plenty of technological resources to develop cognitivism with their students, this can be an interesting way to keep students attention during class time; as well as traditional learning has the chance to use this theory having a more active class and following the structure of any topic in order to students to comprehend better.

Constructivism goes along with critical thinking and problem solving skills, this theory requires students to get involved in the learning process. According to this theory the learner not only acquires the knowledge but also he/she constructs it in a way easy to interpret; that is why critical thinking and problem solving are an important part of constructivism. With this in mind the theory can be well developed in a traditional classroom thru debates, roleplaying, etc. in order to create an environment where the student experience a scenario of a real situation inside the classroom; whereas virtual education have technological resources, teachers need to develop engaging materials to catch students attention, mostly because in the development of this theory students have an active role in the learning process, learning thru experiences.

Connectivism also known as the theory of the digital era, is related to knowledge from a different perspective, whereas the other three theories believes knowledge is inside every individual, connectivism is more about learn thru others experiences, learning can come from the outside. Connectivism would be harder to adopt in traditional learning because it's common to have a tutor, teacher as a guide, while connectivism promotes more the individualism of each student; it is easy to reach the information that the learner is looking for in the Network; besides that, this theory enhances to become a self-taught person, another great advantage is that information constantly changes according to new studies, new theories and learners can have access just by doing a click, after all connectivism fits better with e-learning strategies.

Taking this into account, all the theories mentionnned above have been useful through the years providing teachers and students a path on how to teach and learn, it is evident that education has suffer many changes same as teaching methods; nowadays students can have a more active role in the process of learning. Due to the pandemic, e-learning became a necessity for all the students around the world and the theories that were mostly used in traditional learning have had a significance challenge to adapt them in a virtual environment to provide students an excellent teaching method. However constructivism and connectivism were the ones who have major impact in e-learning process.

Dashboard – My courses – Modalidad Presencial – Facultad de Ciencias y Humani... – Pregrado – Departamento de Idiomas – Curso de Especialización en Ens... – Modulo I – Enseñanza en línea de Idiomas ... – Forum – Academic 1 Forum – Nancy Melissa Díaz Pérez Acad...

← LEARNING THEORIES AND THEIR APPLICATION TO VIRTUAL AND TRADITIONAL CLASSROOMS   EDUCATIONAL LEARNING THEORIES →

Nancy Melissa Díaz Pérez Academic Forum
by Nancy Melissa Díaz Pérez - Wednesday, 20 April 2022, 11:28 AM

Learning is a process that starts in our childhood and continues throughout life and we have been taught that being in a classroom with peers and teachers is more functional when learning and developing new skills. Therefore, it may seem that traditional education has more benefits than online education, but they are both effective. This is why I compare the following learning theories such as behaviorism, cognitivism, constructivism, and connectivism in traditional and online education.

When students are learning in a traditional classroom, teachers can observe students and perform some strategies so students can behave as is expected. This is called behaviorism. For instance, teachers can reward students after finishing an activity or punish them if they don't complete it on time. Whereas in online learning there is no physical interaction with student-teachers. Therefore, rewards and punishments are not performed at the moment. Students might feel they are not being appreciated for their hard work since teachers can't observe students' behavior. For that reason, students and teachers should work as a team to see the outcomes independently if it is traditional or online learning.

It exists some resemblance between traditional education and online education in regard to cognitivism as a learning theory. The brain is the main feature since this method is about how the new information is received, stored, organized, and connected to prior knowledge in our mind. In face-to-face classes, teachers apply strategies such as creating mind maps or charts, so students learn new vocabulary or understand new concepts. Likewise in online classes, teachers apply the same strategies, but this time using technological media such as videos or audio to supplement the learning. In my opinion, this learning theory is suitable for both types of learning because students process the information in their minds and create meaningful learning.

Constructivism basically states that new knowledge is formed through students' experiences and beliefs. In traditional learning, teachers used to ask students to make groups to discuss topics and build their own knowledge sharing thoughts with peers. However, in online education, this process has been impacted negatively. As a result, students don't feel engaged or motivated to learn since they are isolated just by the interaction of a computer or phone. This is why it is important that tutors create group activities that enable students to interact and learn actively with each other in online education.

Now a recent theory named connectivism came to change the way students learn. Unlike traditional learning where students use textbooks, notebooks, and workbooks, online learning uses digital media such as e-books, videos, databases, or websites. In face-to-face learning, the use of technology is usually restricted because electronic devices may not be allowed in the classroom. Nevertheless, connectivism, in a learning environment, means gaining new knowledge and making connections with our prior knowledge with the use of technology (Siemens, 2004). Thus, the internet is a powerful resource to discover and learn new information and teachers must be aware that technology in education must be integrated.

To sum up, the four learning theories play an important role in the process of students' learning. It is not possible to apply only one theory at the moment of teaching since behaviorism, cognitivism, constructivism, and connectivism can be combined to get effective outcomes in education. Teachers and tutors must identify the needs of students and in that way apply the learning theories to succeed in learning. Traditional classrooms and online learning can be both great ways of learning. It is just about how the learning theories are developed at the moment of teaching.

English Grammar Module 1 2022
Teachers: Nancy Díaz / Carlos Asencio

Tablón   Trabajo de clase   Personas   Calificaciones

Personalizar

English Grammar Module 1 2022
Teachers: Nancy Díaz / Carlos Asencio

Meet
Unirme
No visible para los alumnos

Código de clase
ukj5n6x

Próximas entregas
No tienes ninguna tarea para esta semana

Anuncia algo a tu clase

Nancy Melissa Díaz Pérez ha publicado nuevo material: Lesson plan
18 may

Carlos Daniel Asencio Linarez
18 may
Dear students,
Here I post a short video so you can meet me. Let me tell you that I am more than happy that you are in this course and I give you the most sincere welcome.

Greetings.

Welcome teacher Carlos A...

NANCY MELISSA DÍAZ PÉREZ

Learning Management System

It is a software application that helps schools, universities, colleges, or any other entity to create, organize, and deliver online courses which can include quizzes and materials to students.

1 Google Classroom

Teachers can create a single class or different classes for any subject they are teaching.

QUIZ — It integrates with Google Forms in order to create a quiz, and teachers can grade it automatically after students turn it in.

For assignments, it is possible to add a video link, attach a file from a computer or Google Drive, and assign them points, due date, and time limit.

MAR 21 The Google Calendar is a great tool to schedule all the assignments.

2 moodle

This is an excellent LMS to start a forum, so students can leave their doubts or reply to classmates' essays for example.

Students can submit their assignments in format PDF, MP4, Word, and images. Teachers can score the activity with a rubric designed.

Students can customize the font, size, and color of the text.

Technological tools

Why is important

For the teacher:
- to create a dynamic environment in classroom
- Catch the attention of their students
- the use of tools like Educa Play makes theaching dynamic and funny

For students:
- Students can change the perspective and the dynamic.
- Student's are pushed to be focus to the subjets to participate.

Example

CANVA: is a design tool with students can create any kind of document or presentation with no limits to creativity and imagination.
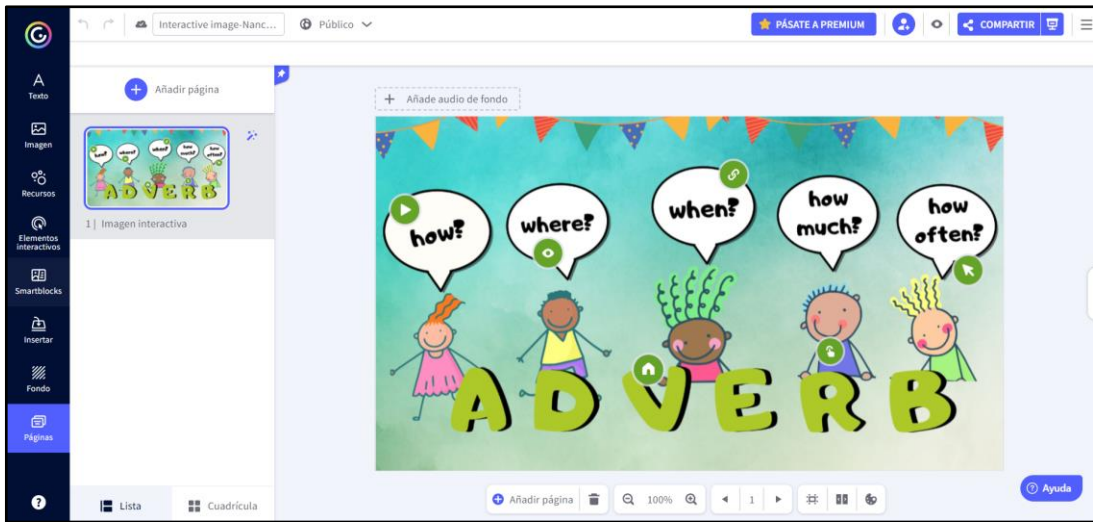
Teachers can design and create group activities such as create a journal, develop a topic in groups.

Qualities of Canva
- Add images, photos and gifs.
- Look for graphic elements and locate them enywhere on the project.
- Create, record and edit videos and audios.

Sarai Magdalena Flores Granados
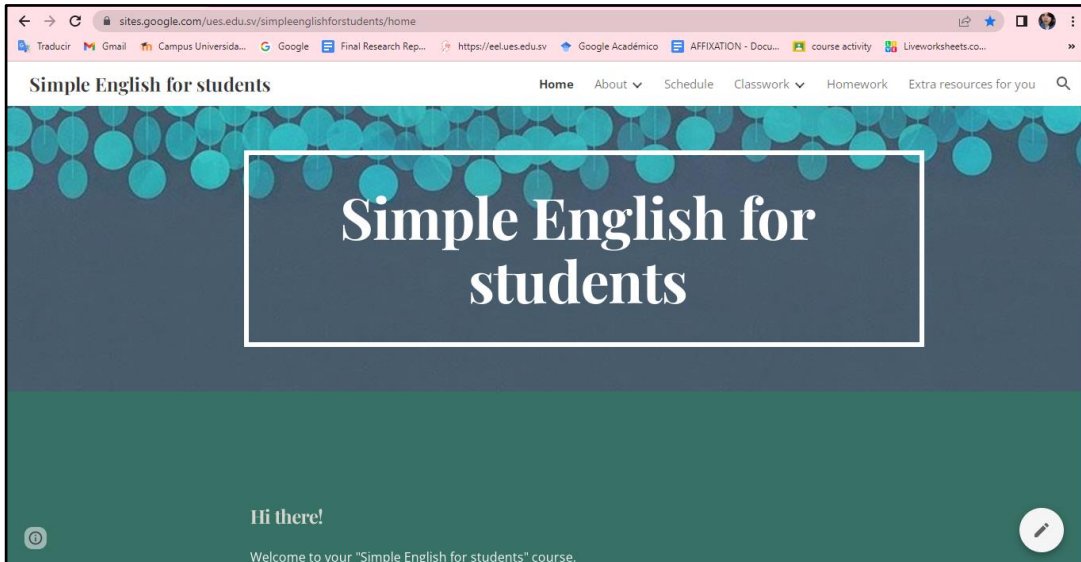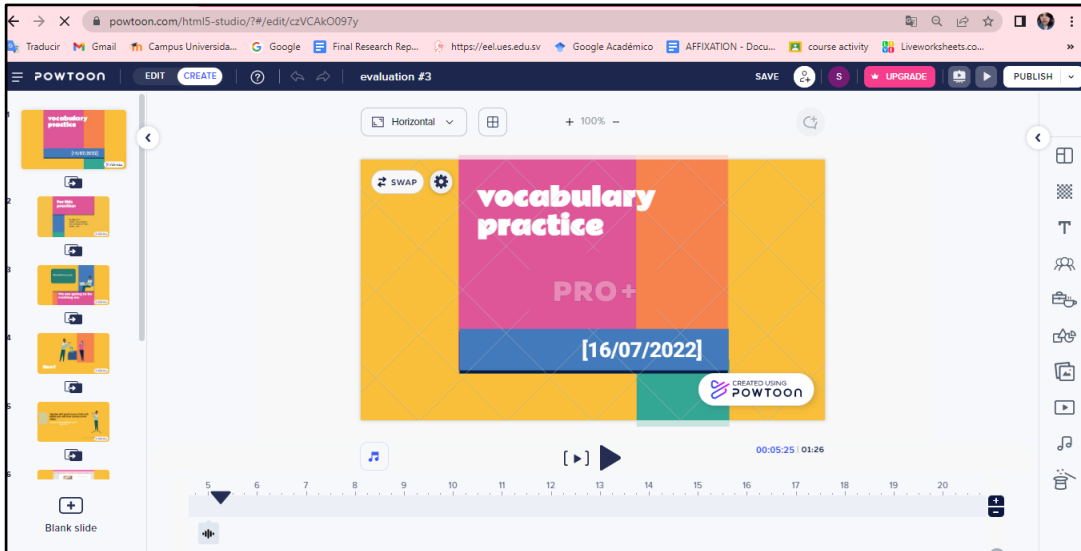
UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Module 1: Online English Language Teaching

PROGRAM

1. GENERAL INFORMATION

1.1 Module 1:

1.2 Code: **EDII114**

1.3 Pre-requisite: **None**

1.4 Academic Credits: **3**

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

academic courses

1.6 Month and Year: **April-May 2022**

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

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

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

1.10 Hours per Module: **60 Hours**

1.11 Professors :

Licda. Sey Danisia Najarro de Alvarado   G01
MsDi. Juan Antonio Flamenco Flamenco G02

PROGRAM

1. GENERAL INFORMATION

1.1. Module 2:	**Educational Applications for Learning a Foreign Language**	
1.2. Code:	**APE214**	
1.3. Pre-requisite:	**None**	
1.4. Academic Credits:	**3**	
1.5. Target Population:	**Students who have concluded their academic courses**	
1.6. Month and Year:	**June – July 2022**	
1.7. Major Academic Unit:	**Foreign Languages Department**	
1.8. School:	**School of Arts and Sciences**	
1.9. Module Term:	**8 Weeks/ 2 Months**	
1.10. Hours per Module:	**50 Hours**	
1.11. Professors:	Licda. Sey Danisia Najarro de Alvarado (group 01)	
	Licda. Blanca Alicia Menjívar González, MsE. (group 2)	

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

SYLLABUS
MODULE 3:

Design of Didactic
Materials for Virtual
Environments

AUGUST 2022

1. GENERAL INFORMATION

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

Environments

1.2. Code: **DIM314**

1.3. Pre-requisite: **None**

1.4. Academic Credits: **3**

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

1.6. Month and Year: **August - October 2022**

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

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

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

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

1.11.   Professors: MsE. Blanca Alicia Menjívar González (Group 02)