

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



TOPIC:

**THE IMPACT OF TECHNOLOGY AND LEARNING MANAGEMENT SYSTEMS WHEN
CREATING VIRTUAL CLASSROOMS**

PRESENTED BY:

DENNIS RONALDO RAUDA GUARDADO

CARLOS ERNESTO VÁSQUEZ CHÁVEZ

JHIMY ERALDO ALFARO LÓPEZ

CARNÈ:

(RG15018)

(VC15013)

(AL11006)

**INFORME FINAL DE CURSO DE ESPECIALIZACIÓN
ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y
APRENDIZAJE DE IDIOMAS EXTRANJEROS**

**IN ORDER TO OBTAIN THE DEGREE OF:
BACHELOR OF ARTS IN ENGLISH WITH A MAJOR IN LANGUAGE TEACHING**

**SPECIALIZATION PROFESSOR
LICENCIADA BLANCA ALICIA MENJIVAR**

**GENERAL COORDINATOR OF THE GRADUATION PROCESS
MAESTRO MIGUEL ÁNGEL CARRANZA CAMPOS**

**CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN SALVADOR, EL
SALVADOR, CENTROAMERICA, OCTOBER 5TH, 2023**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

RECTOR

MAESTRO ROGER ARMANDO ARIAS ALVARADO

ACADEMIC VICE-RECTOR

DOCTOR RAÚL ERNESTO AZCÚNAGA LÓPEZ

ADMINISTRATIVE VICE-RECTOR

INGENIERO JUAN ROSA QUINTANILLA QUINTANILLA

GENERAL SECRETARY

INGENIERO FRANCISCO ANTONIO ALARCÓN SANDOVAL

AUTHORITIES OF THE SCHOOL OF ARTS AND SCIENCES

DEAN

MAESTRO OSCAR WUILMAN HERRERA RAMOS

VICE-DEAN

MAESTRA SANDRA LORENA BENAVIDES DE SERRANO

SECRETARY

MAESTRO YUPILTSINCA ROSALES CASTRO

AUTHORITIES OF THE DEPARTMENT OF FOREIGN LANGUAGES

HEAD OF THE FOREIGN LANGUAGES DEPARTMENT

MAESTRA ANA GRACE GÓMEZ ALEGRÍA

GENERAL COORDINATOR OF THE GRADUATION PROCESS

MAESTRO MIGUEL ÁNGEL CARRANZA CAMPOS

ACKNOWLEDGEMENTS

We would love to thank all the people who supported us through all the course of events of our academy life. This report is an important goal that we accomplished and none of this would have been possible without God. We thank God because he provided us life, love, truth, and health by means of finishing this project. His guidance helped us to succeed in this project.

“Yet even in the midst of all these things, we triumph over them all, for God has made us to be more than conquerors, and his demonstrated love is our glorious victory over everything.” Roman 8:37

INDEX

ABSTRACT	5
INTRODUCTION	6
OBJECTIVES	7
General objective:.....	7
Specific objectives.....	7
I. THEORETICAL FRAMEWORK	8
1. The Impact of Technology	8
2. The Impact of The Internet and Technology on Education from 2020	8
3. Learning Management System.....	9
4. ICTs Education.....	10
5. Education in El Salvador and its Strategy to Reduce The Digital Gap	10
6. Digital Training for 100% of Teachers	12
II. DESCRIPTION OF ACTIVITIES	14
1. MODULE I.....	14
2. MODULE II.....	15
3. MODULE III.....	18
III. ACHIEVEMENTS.....	19
IV. CONCLUSIONS.....	20
V. RECOMMENDATIONS.....	21
VI. BIBLIOGRAPHY	22
VII. WEBLIOGRAPHY	23
VIII. APPENDIXES	24

ABSTRACT

This report is about the main tools we were able to discover as teachers for us to use with groups of students or people interested in learning English as second language. These technological tools such as Google Classroom, Microsoft Teams, Office 360 Suits, Kahoot, Padlet, PowToon, among many others, will help students to get connected to a new world of opportunities to acquire the knowledge they need, and teachers to learn how to design virtual classrooms to teach engaging classes at any time by just having an available network connection and a device just as a tablet, computer or even a smartphone. To bring an example, Kahoot is an online learning platform in which teachers can design many activities such as quizzes, memory games, questionnaires that help them check vocabulary reviews, and get scores from it making it an extraordinary teaching experience. This platform alone saves teachers a lot of time, and help students have fun and enjoy every single class and being a win-win for facilitators and students.

Key words: specialization course, virtual environment, technology, teaching, educational online services, and teaching experience.

INTRODUCTION

The following report refers to the Specialization course called "Management of the virtual environment for Teaching and Learning Foreign Languages ". This course took place in August 2021 and finished in February 2022. Through the course, the students were able to learn tools and manage platforms that made teaching a language easier and joyful.

The concept of this course, the students had to complete three modules. The students had to complete activities such as using platforms like Google Classroom, Google Sites, Kahoot (gaming for teaching), and among others. Everything happened step by step as the students were discovering incredible ways of teaching a class.

In module I, the students learned the meanings of the terms "synchronous" and "asynchronous". The first means that communication or teaching is happening now while the second means that there are just pre-recorded videos that don't go further than that.

In module II, the students learned the uses of infographics and how important can be for displaying information about any topics. The professor introduced Canva; a tool that allows teachers to create endless resources such as: presentations, infographics, collages, documents, etc.

In module III, the students learned how to display and share their previous teaching material, so the professor talked about LMS (Learning Management System) in which the students shared their files. The students had to create websites using Google so that the educational material was available to everyone.

Finally, to approve each of three modules, the minimum passing grade for each module was 6.0. None of the modules had prerequisites.

OBJECTIVES

General objective:

- To design technological tools for teaching-learning English as a second language in virtual classes.

Specific objectives

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

I. THEORETICAL FRAMEWORK

1. The Impact of Technology

Modern man cannot imagine his life without technology. Every day, either new devices appear, or existing ones are improved. People react differently to new inventions. Some believe gadgets are helpful and necessary, while others consider them unnecessary and think they negatively affect people. Technologies can help make our world fairer, more peaceful, more just. (United Nations, 2020). Worldwide, 4.66 billion people use the internet and benefit from it tremendously. It makes our professional and personal lives much easier. We would probably acknowledge that it is possible to physically survive without technology. But we'd likely also say going a day without technology would be unrealistic and incredibly inconvenient. (A Day Without Technology, 2021)

This impact of technology in El Salvador caused that even newspaper and news published online version of them. All these was created to encourage civic and political participation, specially among El Salvador's youth. With the time, technology and gadgets increased and it quickly became obvious that most the interaction and activity occurred via social media, rather than the websites. (Harlow, 2014)

2. The Impact of The Internet and Technology on Education from 2020

Online education has allowed people to survive and strengthen their knowledge by studying from their houses due to the pandemic. Due to the prohibitions on acquiring infections when communicating with others, many have switched to studying using the Internet. Many schools and colleges have been ramping up this change by implementing more online courses each time. As mater of fact, the number of students taking at least one online college course has increased each consecutive year. Since 2019, the number of students studying at distance

increased by 33% while the number of institutions offering online courses increased by 9.8%.
(Cuellar, 2022)

Schools and universities changed the way of teaching or improved the existing distance courses. The standard education programs have changed to an interactive format. Now information can be obtained in person and from LMS platforms.

Online education has allowed many people to improve their skills and undergo academic and professional retraining and short-term training on subjects and jobs. Learners were also able not to stop their studies but to adapt to new ways of obtaining information.

Several Salvadoran universities and schools have already introduced new teaching systems since 2020, so the pandemic only pushed many universities to natural changes in a shorter time.

3. Learning Management System

LMS (Learning Management Systems) is software that helps control, track paper documentation, and report and deliver educational courses and training programs. An LMS is hosted on a server and uses a database to store, deliver, and manage all types of content, including videos, courses, and documents. The LMS also manages student-lecturer communication, student enrollment, course completion status, and grading.

Like social networks that allow learners to manage their profile, post photos, and chat, LMSs allow them to manage their education. Students can share learning content in the order they want, check, and track student knowledge, and even create benchmarks for evaluating results.

Many LMS software solutions are implemented in the world's most famous and successful enterprises. As a rule, within the framework of corporate training.

The fact is that these systems are not just a new trend but a tool that allows learners to increase profits, save time and make the life of management and employees a little easier.

4. ICTs Education

It alludes to gadgets that provide information through an internet connection by the remote or wireless medium. Technology integration uses technological innovations such as computers, tablets, phones, digital cameras, the internet and social media platforms in the education and training environment. Technology integration is a constantly evolving, changing and innovative field. Therefore, people must constantly renew themselves to assimilate technology integration into education fully. (Official Website of the International Trade Administration, 2021)

ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at schools. Because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is forcing schools to respond to this technical innovation. (K, 2018)

ICTs make classes more interesting and appealing and create accessibility to a variety and authentic English material. ICTs also give the opportunity to improve the four macro skills and practice what they learned in the classroom. Additionally, students improve their technological skills, and their motivation gets higher. All of this can be achieved if ICTs are applied properly. On the other hand, there can be some disadvantages when ICTs are not well used. For example, teachers and students became dependable of these technologies or they can fall in an overuse. Nevertheless, based on teachers and students' experiences the importance of ICTs in the English teaching-learning process is quite remarkable.

5. Education in El Salvador and its Strategy to Reduce The Digital Gap

The right to education is a human right. The school plays an important role in educating the next generation. Due to the COVID-19 pandemic, unexpected changes around the world, including disruptions to traditional education, prompted countries to turn to digital instruction, where possible. For decades, students in El Salvador lacked access to technological resource, even high school institutions lacked access to a computer center where students could have access to a computer or internet. The Digital Agenda 2020-2030 is the main reference document for the development and digital transformation of El Salvador. Beginning in 2020, the country designed a Digital Agenda and Innovation Department with the goal of promoting technology access and innovation in El Salvador. (Latina Republic, 2022)

According to the Minister of Education, Mauricio Pineda, El Salvador is the Central American country that invests the most in reducing the digital divide in education. The Salvadoran Government has earmarked \$600 million for this objective, which includes important strategies such as the provision of computers for students from fourth grade to high school, the distribution of tablets to children from first to third grade; as well as connectivity packages, and teacher training.

Currently, the Ministry of Education (Mined) is making a massive delivery of 300,000 tablets and 90,000 computers for students who were enrolled in fourth grade this 2022. They have invested \$120 million in equipment for these educational levels.

Some international organizations such as The United Nations Children’s Fund (UNICEF) has accompanied the Mined with content development, teacher training, and the strengthening of flexible education modalities.

“These computers and devices will be a key tool for students to have greater and better access to information so that they are fully integrated into the educational process, helping them to reach their full potential and improve their quality of life now and future”, (UNICEF). In

addition, according to a study by the Inter-American Development Bank (IDB) published in June 2021, Latin America and the Caribbean could increase employment and boost sustainable economic growth if they manage to close their digital connectivity gap. The kind of devices received by students are laptop computers (with core i5 operating system), 17 internet subscriptions, seven antennas, and other accessories, also Lenovo Brand tablets, 10-inch, have an Android 10 operating system, in addition to 4 GB memory, 64 GB storage, and micro-SD card. Similarly, they have security software that will allow tracking the location in case of theft or loss. In addition, they have 15 educational applications that can be used with and without internet connectivity. They include their respective cases and screen protectors. In addition, each device has a 4G chip that guarantees connectivity. (El Salvador in English, 2022)

6. Digital Training for 100% of Teachers

Teachers from the public and private education sectors have been trained and trained in digital tools, the use and innovation of platforms and virtual classrooms, as well as the means to promote online learning. These training processes have been developed by the National Institute for Teacher Training (INFOD) to strengthen the capacities of teachers so that they can promote the connectivity strategy and close the digital gap in education. (El Salvador in English, 2022)

This year 2022, INFOD had been training teachers on a new platform called Platzi. Platzi is an educational platform for marketing, developing games, finance, and learning English, being the last one applied to teachers and students of El Salvador in public schools. This application and website plan to benefit the students at public schools in El Salvador and give a hand to teachers in planning classes that encourages students to a brand-new way of learning English. Teachers of El Salvador have been training through virtual meetings and even face-to-face training. All this is because the government plans to include English into the Prueba

Avanzo. Prueba Avanzo is a standardized test that all students in their second year of high school must take to obtain their high school diploma. (Ministerio de Educación, 2022)

This test includes all four basic subjects that all schools teach. These subjects are math, language, science, and social studies. This year is aimed to add English to the test; however, it is just a diagnostic test which means that does not have a grade, but just to identify the weakness and strengths of the subject of English in El Salvador. It is expected that in one- or two-years English will be graded as a fifth basic subject in this test.

Having said this, the government has agreed with the most popular companies of smartphone networks to give students and teachers free data or internet access to make it possible to visit websites just as Classrooms, Google Meet, Youtube, and most importantly Platzi. This makes training for teachers and learning for students a good run for starting it so.

II. DESCRIPTION OF ACTIVITIES

1. MODULE I

In this module, the first classes were about differentiating the learning terms of “synchronous,” which means that communication is happening now through video conferences, live chats, and even in a phone call while “asynchronous” is more about pre-recorded videos, audios that don’t illustrate or go further than that. Both have advantages and disadvantages that vary from what we look for or personal preferences. Since our course is based on teaching English, we have to facilitate information in both ways. Teaching a language requires the teacher to determine whether students are learning and whether their questions and doubts are being solved, meaning that both must be flexible and helpful to help students’ needs. We also read about the different learning theories in online education and what they mean for teachers when learning occurs. This is important because teaching is all about pedagogy and goals.

We talked about e-learning, also known as electronic learning. We talked about how it is used when technology and devices are handled for education. Files with audio, PowerPoint presentations, and podcasts are part as well of e-learning. It was told to us that even though we have these resources, we must manipulate a platform and that is when LMS entered. LMS means Learning Management Systems, and they are online software programs that help teachers deliver and manage courses and keep track of learners’ grades and stat tests. This software took us to the creation of an infographic. This was great because it made us see the functionality of these pictures where information is given in detail and easy to digest. It made us go through four or even more websites to find the most important information to add to a single sheet, which was worth it.

Next task, we had to create a google classroom. This task was interesting, considering that it is one of the most useful LMS platforms. Thus far, we have used our previous knowledge and resources that kept us through this course period to create our virtual

classroom. It was discussed how schools use certain domains to make students join their classrooms, preventing wrong users from entering. Inside the google classroom, we used the tools that Google offers, helping the virtual classroom be the platform most schools want to use. Google slides happen to be an excellent tool and google forms too, so this way, our virtual classroom is mixed with great content and up-to-date programs that deliver our material in a sophisticated way.

In conclusion, the professor explained the tools she uses for video conferences and how they continue to improve. She also taught us the features of Google Meet and Zoom, and subsequently, we had to prepare a class making use of these features, which we did. The more we got into it, the more we learned from our practice. In this way, we concluded our first course.

2. MODULE II

In the first week, we discussed the program, the objectives, evaluation system, and all generalities related to the course. Also, we learnt some rules on how to communicate in an online environment, and a social forum was created for all the members of the group to interact with each other.

In the second week the developed activities were aimed to teach the group about Infographics. Infographics are visual images such as a chart or diagram used to represent information or data. This topic taught us about Canvas, which is a web-based learning management system, or LMS. This software and online tool allow teachers to design graphic materials. As an assignment, all the members of the group had to create an infographic using canvas.

In week 3, we were introduced to the use of an interesting and useful tool called Flipgrid. Flipgrid is an online tool that allows teachers and students to record videos for educational purposes. We learnt about some of the most important features of this tool, and how to record a

video using it. As a practice, we were assigned a task which consisted in recording a video using a specific educational related topic to be presented individually with the rest of the class.

In week 4, we learnt about another important tool we can easily access online as educators. This is called Liveworksheets. LiveWorksheets allows teachers to transform traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, which we call "interactive worksheets". Additionally, our interactive worksheets take full advantage of the new technologies applied to education: they may include sounds, videos, drag and drop exercises, join with arrows, multiple choice... and even speaking exercises that the students must do using the microphone.

How can we make our own interactive worksheets?

It is very easy. Basically, we have to upload our document (doc, pdf, jpg...) and it will be converted into an image. Then we just have to draw boxes on the worksheet and enter the right answers.

There are also a few commands that we need to learn if we want to do other kinds of exercises, like drag and drop, join with arrows, speaking exercises, etc. But it is very easy and funny.

In week 5, we learnt about 3 important tools: Flippity, Edpuzzle, and Powtoon. The first tool, Flippity, is a free website that allows us to turn Google spreadsheets into interactive digital manipulatives, activities, and tools. The site offers a wide range of ready-made templates that we can copy and customize. Once we have adapted it to our needs, we only need to publish it to the web and share the auto-generated link with our students. The second tool, Edpuzzle, is an online video editing and formative assessment tool that lets teachers cut, crop, and organize videos. Unlike a traditional video editor, this is more about getting clips into a format that allows teachers to engage directly with students on a subject. It also has the capacity to offer

assessments based on the content and offers lots of controls that allow for the use of video even in more strict school scenarios. The last tool we learnt about this week, Powtoon, is an online platform for creating short video presentations. Powtoon gives teachers the ability to create professional videos and presentations. Teachers can select from royalty-free libraries of animation, live-action video, images, designed backgrounds, soundtracks, and moving graphics, or they can use their own visual content and voiceover. This is not only used by educators, but also by students who can create their presentations using this tool.

In week number six, we continued talking about Powtoon. We also presented the third evaluated activity which consisted in creating a video using Powtoon.

This week, we learnt about two really interesting tools, Padlet, and Nearpod. Padlet is an online notice board tool that can help digitize the classroom and more. This tool can help both teachers and students by providing a single place for a notice board. With this notice board, it is possible to feature images, links, videos, and documents, all collated on a wall that can be set public or private. It is so easy to use and easily accessible from almost any browser, this is what makes it a great tool for teachers and students.

Nearpod on the other hand, is an online tool that combines media and provides assessment tools. This is what makes it provide a rich hybrid learning. Teachers can create many interactive learning resources that allow students to engage and learn via their device or a single screen in the room. It's also possible to add in question points along the way and have the students take part as the teacher goes. It is also useful as a formative assessment tool.

Last week, a fourth and final evaluation was presented. For this activity, we created a lesson plan to present a virtual class. To present the class, each student had to select a topic, and develop the class by using at least 3 of the technological tools we learnt about throughout the course.

3. MODULE III

This was the last module of the specialization course. After reviewing and getting to know the online tools available to teach a second language, the learning path was for us, students, to get enough knowledge to create our own material to be used in online classes based on the LMS already seen.

Four web-based platforms were studied for their technical use and practice in classes for the design of educational materials, among those we can mention: podcasts, online presentations, interactive images, videos, and web sites.

The first four weeks we reviewed fundamental concepts on how to create virtual content for educational purposes, we initialized with the Podcast, an audio for students to get information on user-friendly platforms, and we continued with the elaboration of interactive images using the tool: Genially, to be included in tutorials we created on our own. The rest of the module we focused on the creation of video tutorials using multiple video software that we could choose to work with. Besides learning the usage of those tools, we finally got to know how to create online websites using Google to show educational material to all the learning levels of a foreign language, English in our case.

To culminate the last module of the specialization course, we had to complete an integrative task through which we applied the competences acquired during the three modules, in where we had to create a website from Google Websites starting designing its content, and using all the material previously used as practice in the third and prior modules, and all that accompanied with a brief explanation on the tools that were used, and what we based our designs on, teacher evaluated the task in a 5 minutes presentation one by one.

III. ACHIEVEMENTS

Many achievements were accomplished throughout the three modules. Some of the achievements reached were:

- The team learned the fundamentals of online education, such as the role of the online instructor and how to plan online course content—all of these to apply to English Language Learning.
- The team learned how to share the computer screen for an online class, and the tools that Google meet offers.
- The team managed to use the most known online platforms such as Kahoot, Edpuzzle, Flippity, Nearpod, and many more.
- The team learned how to create an educational website using Google website.
- The team was able to create an infographic and realized how valuable is for detailing information in a single picture.
- The team was able to create slides in Canvas and be able to share them with other circle professors and students.
- The team learned how to create a virtual classroom with Learning Management Systems software that can contribute to tremendous interactive learning.
- The team learned how to record themselves and the computer's screen by using Flipgrid. Flipgrid is an educational video tool that allows teachers to post topics that join students for social engagement.
- The team learned how to create a podcast by selecting a topic, getting recording software, and creating a format that best characterizes our podcast.

IV. CONCLUSIONS

After the finalization of the three modules, the team can say that:

The team learned the generalities of what a virtual classroom environment must accomplish. The specialization made a significant impact on the participants through its tasks. The tasks were neither complex nor easy, but their competencies played an important role that even many members started using in their virtual classrooms. The sharing of what worked and did not work for them made everybody take notes.

Regarding the learning we were able to acquire, virtual education showed us the importance of implementing autonomous learning in our society which has become a fundamental competence for continuous learning throughout our lives, attending to our needs in a personalized way and focusing on development key skills for life as the development of digital skills to work with virtual material, and most importantly, the knowledge we got to reply those skills to the ones that will need for our services as educators.

We never thought the diversity of activities and outputs virtual or online classes could bring within. The amount of material and the way it can be used was one of the most fascinating stuffs we discovered. It can be confirmed students can properly learn through online channels if the classes are well prepared, and techniques are utilized in the correct manner, since we were there learning day by day to prove virtual education can work.

V. RECOMMENDATIONS

Upon finishing the course, the team was excited that the course was developed in a satisfactory manner and the team plans to offer some recommendations that can increase the expectations for new courses.

A. To the Authorities of the School of Humanities:

- Increase the number of professors because the overpopulated online groups, many students could not share or opine on topics that required much explanation.

- The team suggests that the professor should tell in advance that a final report will be needed. After having finished the course, the teams found out that a report was needed when many thought by just finishing the course was all ended. If the professor would have indicated the learners about it in advance, many students could have been grateful for the detail of advancing in something instead of waiting to finish the course.

- Also, as another suggestion, the team got into the conclusion more organization needed to be implemented in all the logistic behind scenes so the students can have professors names, schedules, and when the courses will begin in advanced so they can get prepared in other personal matters such as family situations, work, and other studies they may be coursing.

VI. BIBLIOGRAPHY

Cuellar, M. (2022). *Traditional vs. Online Education*. San Salvador.

Harlow, S. D. (2014). *Liberation Technology towards an understanding of the re-appropriation of social media for emancipatory uses among alternative media projects in El Salvador*. Austin, Texas.

K, R. (2018). *Information communication technology in education*. Journal of Applied and Advanced research.

VII. WEBLIOGRAPHY

A Day Without Technology. (2021, March 18). <https://www.comptia.org/blog/a-day-without-technology>

El Salvador in English. (2022, July 4th). *El Salvador is the country in the region that invests the most in reducing the digital divide*. <https://elsalvadorinenglish.com/2022/07/04/el-salvador-is-the-country-in-the-region-that-invests-the-most-in-reducing-the-digital-divide/>

Latina Republic. (2022, April 13). *Education for all*. <https://latinarepublic.com/2022/04/13/education-for-all/>

Ministerio de Educación. (2022). *Avanzo - Prueba ordinaria 2022*. <https://www.mined.gob.sv/avanzo/>

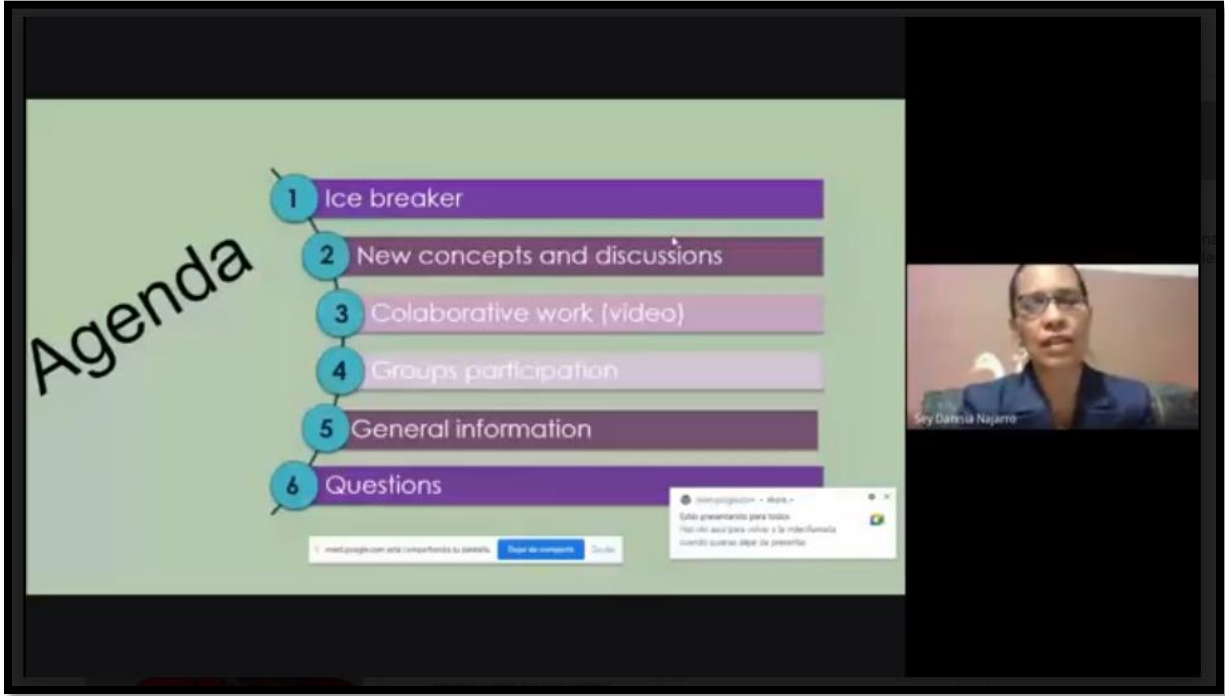
Official Website of the International Trade Administration. (2021, November 21). El Salvador - Country Commercial Guide: <https://www.trade.gov/country-commercial-guides/el-salvador-information-and-communications-technology>

United Nations. (2020). *The Impact of Digital Technologies*. <https://www.un.org/en/un75/impact-digital-technologies>

VIII. APPENDIXES



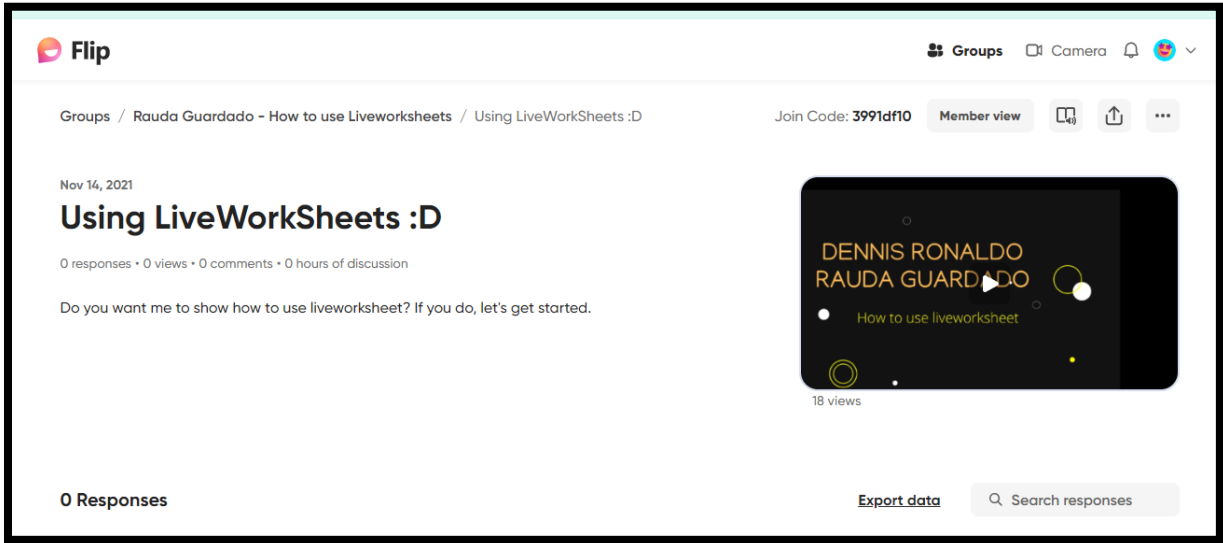
Example of infographics created during module 1, using technological tools



Class session for module 2 with Licda Sey Danisia Najarro



Example of ppt video created, using technological tools during module 2



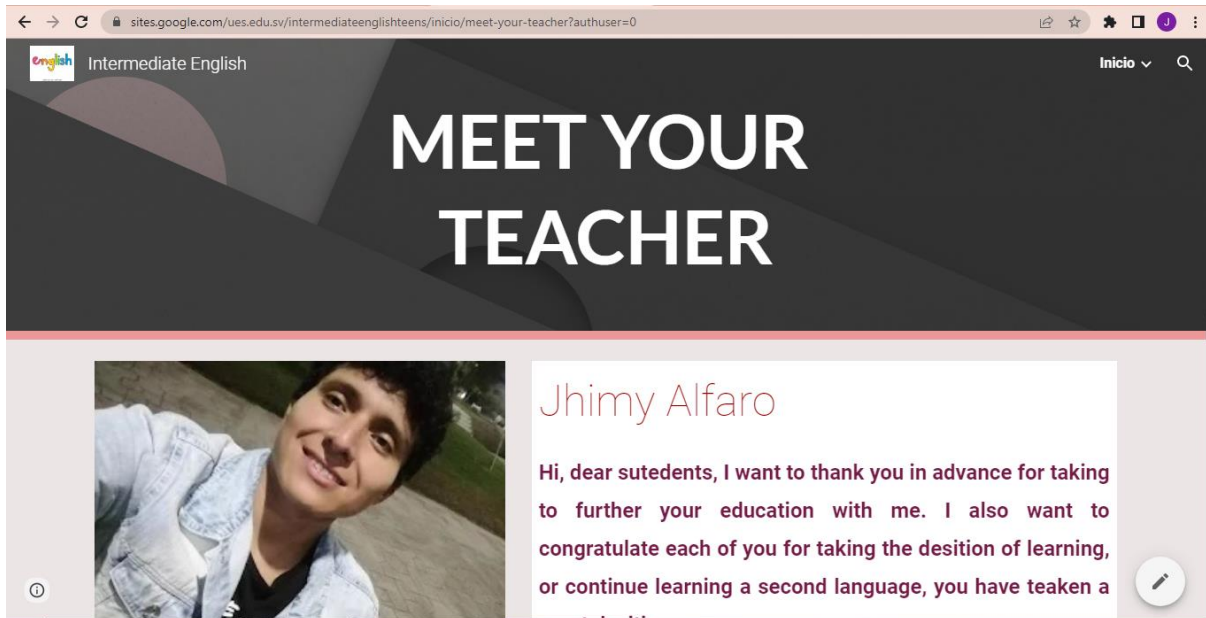
Example of a tutorial using the platform Flipgrid – module 2



Class session for module 3 with Licda Blanca Alicia Menjivar González



Interactive image created during module 3, using Genially



Example of website created as part of the final project for module 3



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 process**

1.6 Month and Year: **August 2021**

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

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

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

1.10 Hours per Module: **60 Hours**

1.11 Professors :

MsE. Blanca Alicia Menjívar González

Licda. Sey Danisia Najarro de Alvarado

MsDi. Juan Antonio Flamenco Flamenco

2. Module Description

This module will be about the fundamentals of online education and its application on the English

Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

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

4. Methodology

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

purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

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

Week	Synchronous session	Asynchronous session
1 Saturday 21st Monday 23rd - Wednesday 25th	<ul style="list-style-type: none"> ● Introduction (Program, Sessions time, Class Policies) ● Theories of learning in virtual learning 	<ul style="list-style-type: none"> ● Video about Synchronous and Asynchronous concepts. ● Video about Theories of learning ● Forum to answer questions or clarify doubts
2 Saturday 28th Monday 30th - Wednesday 1st	<ul style="list-style-type: none"> ● E-learning definition and application ● Virtual teaching and its application in teaching languages. 	<ul style="list-style-type: none"> ● Discussion forum about theories of learning ● Forum to answer questions or clarify doubts
3 Saturday 4th Monday 6th - Wednesday 8th	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Videos ● Website ● Forum to answer questions or clarify doubts
4 Saturday 11th Monday 13th	<ul style="list-style-type: none"> ● Language Management Systems (most common ones) 	<ul style="list-style-type: none"> ● Inphographic ● Forum to answer questions or clarify doubts
5 Saturday 18th Monday 20th - Wednesday 22nd	<ul style="list-style-type: none"> ● Language Management System - Google Classroom 	<ul style="list-style-type: none"> ● Tutorial, multimedia ● Forum to answer questions or clarify doubts

<p style="text-align: center;">6</p> <p style="text-align: center;">Saturday 25th</p> <p style="text-align: center;">Monday 27th - Wednesday 29th</p>	<ul style="list-style-type: none"> ● Language Management System - Google Classroom (Live demonstration) 	<ul style="list-style-type: none"> ● Create a Virtual Classroom ● Forum to answer questions or clarify doubts
<p style="text-align: center;">7</p> <p style="text-align: center;">Saturday 2nd</p> <p style="text-align: center;">Monday 4th - Wednesday 6th</p>	<ul style="list-style-type: none"> ● Platforms for Videoconferences (Zoom, TEAMS, MEET) ● MEET 	<ul style="list-style-type: none"> ● Videos, Multimedia, Tutorials, Web sites ● Forum to answer questions or clarify doubts
<p style="text-align: center;">8</p> <p style="text-align: center;">Saturday 9th</p> <p style="text-align: center;">Monday 11th - Wednesday 13th</p>	<ul style="list-style-type: none"> ● Demonstrative class (MEET) 	<ul style="list-style-type: none"> ● Forum to answer questions or clarify doubts

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

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

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

7. CLASS POLICIES

1. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.
2. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

3. **HOMEWORK ASSIGNMENT DUE DATES**:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.
4. **COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.
5. **CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.
6. **STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.
7. **Students must have an e-mail.** It is advisable that it is institutional, that is, it must contain the domain @ues.edu.sv
8. **GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

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

**Artículo 148

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

**Artículo 150

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

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCES

Books

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

WEBSITES

<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>

[https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-](https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles)

[knowles https://marcprensky.medium.com/what-the-world-needs-from-education-](https://marcprensky.medium.com/what-the-world-needs-from-education-)

[b7cef2f69b2e](https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e)



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



PROGRAM

1. GENERAL INFORMATION

- 1.1. Module 2:** **Educational Applications for Learning a Foreign Language**
- 1.2. Code:** **APE214**
- 1.3. Pre-requisite:** **None**
- 1.4. Academic Credits:** **3**
- 1.5. Target Population:** **Students who have concluded their academic courses**
- 1.6. Month and Year:** **October- December 2021**
- 1.7. Major Academic Unit:** **Foreign Languages Department**
- 1.8. School:** **School of Arts and Sciences**
- 1.9. Module Term:** **8 Weeks/ 2 Months**
- 1.10. Hours per Module:** **60 Hours**
- 1.11. Professors :** Licda. Sey Danisia Najarro de Alvarado
Lic. Juan Antonio Flamenco Flamenco, MsDi.
Licda. Blanca Alicia Menjívar González, MsE.
- 2. Module Description**

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

3. OBJECTIVES

a) General Objective:

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

b) Specific Objectives:

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

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

4. METHODOLOGY

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

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

5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATIONS
Weeks 1 & 2	- Presentation of a list of technological tools for educational purposes and their foundations and principles.	<ul style="list-style-type: none"> - Reading about technological tools for educational purposes when teaching a foreign language. - Infographics Guideline - Discussion Questions 	Infographics based on the fundamentals of technological tools when teaching a language (20%)
Weeks 3 & 4	Use of the following educational tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Guideline for a video in Flipgrid with the characteristics of the technological tools studied.</p>	Video in Flipgrid; Flipgrid, Flippity, Liveworksheets (25%)
Weeks 5 & 6	Use of the following technological tools: Nearpod, Padlet, Kahoot, Powtoon Classroomscreen.	<p>Multimedia material, tutorials, demonstrations.</p> <p>Video (Powtoon) about advantages and disadvantages in the use of technological tools when teaching English.</p>	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.	<p>Multimedia material</p> <p>Guidelines for the demo class using technological tools to teach a language</p>	Demo class using technological tools (30%)

Time Table

Week/Date	Synchronous session	Asynchronous session

<p>1 Saturday, October 16th to Friday, October 22nd, 2021</p>	<p>Presentation (Program, Content and Class Policies) List of technological tools and an overview</p>	<ul style="list-style-type: none"> - Presentation of the concept educational applications - Question and answer forum
<p>2 Saturday, October 23rd to Friday, October 29th, 2021</p>	<p>Fundamentals and principles of using technological tools</p>	<ul style="list-style-type: none"> - Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
<p>3 Saturday, October 30th to Friday, November 5th, 2021</p>	<p>General information and tutorial of Edpuzzle. Live practice.</p> <p>General information and tutorial of Flipgrid.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
<p>4 Saturday, November 6th to Friday, November 12th, 2021</p>	<p>General information and tutorial of Flippity.</p> <p>General information and tutorial of Liveworksheets. Live practice.</p>	<ul style="list-style-type: none"> - Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
<p>5 Saturday, November 13th to Friday, November 19th, 2021</p>	<p>-General information and tutorial of Nearpod. Live practice.</p> <p>-General information and tutorial of Padlet. Live practice.</p> <p>-General information and tutorial of Powtoon. Live practice.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
<p>6 Saturday, November 20th to Friday, November 26th, 2021</p>	<p>General information and tutorial of Kahoot. Live practice.</p> <p>General information and tutorial of Classroomscreen. Live practice.</p>	<ul style="list-style-type: none"> - Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum

<p style="text-align: center;">7 Saturday, November 27th to Friday, December 3rd , 2021</p>	<p>Demo class using technological tools.</p>	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum
<p style="text-align: center;">8 Saturday, December 4th to Friday, December 10th, 2021</p>	<p>Demo class using technological tools</p>	<ul style="list-style-type: none"> -Demo class using technological tools -Question and answer forum

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

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

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

7. CLASS POLICIES

- I. **CLASS PARTICIPATION AND ATTENDANCE***: Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class

platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

- II. **MISSED EVALUATIONS****: Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.
- III. **HOMEWORK ASSIGNMENT DUE DATES****: Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.
- IV. **COURSE MATERIALS**: such as presentations, videos, audios, PDF notes, and the like.
- V. **CLASS TIME**: Students are required to be connected to the sessions the complete period of time allotted to the meetings.
- VI. **STUDENTS' BEHAVIOR**: They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.
- VII. **Students must have an institutional e-mail**, that is, it must contain the domain @ues.edu.sv
- VIII. **GROUP CHANGES**: These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

*Artículo 147

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

**Artículo 148

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

****Artículo 150**

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

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

****Artículo 151**

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

Los motivos antes mencionados deberán sustentarse con los respectivos atestados.

The aforementioned justifications must be supported with the corresponding evidence.

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

8. REFERENCE

S BOOKS

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

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

WEBSITES

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

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

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



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



**SYLLABUS
MODULE 3:**

**Design of Didactic
Materials for Virtual
Environments**

JANUARY 2022



1. GENERAL INFORMATION

1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
	3
1.4. Academic Credits:	
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	January- 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:	MsE. Blanca Alicia Menjívar González (Group 01) MEVA. Sey Danisia Najarro de Alvarado (Group 02) MsDi. Juan Antonio Flamenco Flamenco (Group 03)

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 for use in the teaching and learning of foreign languages. b)

Specific objectives:

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

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

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.

5. CONTENTS

Week	Content	Resources	Evaluation
------	---------	-----------	------------

Weeks 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
Weeks 3 y 4	<ul style="list-style-type: none"> ✦ The Fundamentals of image selection ✦ Using Genially ✦ Using and Creating a Google Site 	<ul style="list-style-type: none"> ✦ Presentations tutorials ✦ Guidelines for the elaboration of evaluated activities 	Elaboration of an interactive image Creation of a Google Site
Weeks 5 y 6	<ul style="list-style-type: none"> ✦ Fundamentals of Creating Presentations ✦ Using Google Presentations 	<ul style="list-style-type: none"> ✦ Readings, tutorials ✦ Guidelines for the elaboration of evaluated activities 	Creating a Google presentation
Weeks 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 activities 	Elaboration of a video Integrative Assignment (live defense)

Time Table

Week/Date	Synchronous Session	Asynchronous Session
-----------	---------------------	----------------------

<p>1 Monday, January 17th to Saturday, January 22nd, 2022</p>	<ul style="list-style-type: none"> ✚ Presentation (Program, Content and Class Policies) ✚ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p>2 Monday, January 24th to Saturday, January 29th, 2022</p>	<ul style="list-style-type: none"> ✚ Use and creation of Podcasts ✚ Using Audacity ✚ Using Soundcloud 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of a Podcast - Guidelines for the elaboration of activities
<p>3 Monday, January 31st to Saturday, February 5th, 2022</p>	<ul style="list-style-type: none"> ✚ The Fundamentals of image selection ✚ Using Genially 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p>4 Monday, February 7th to Saturday, February 12th, 2022</p>	<ul style="list-style-type: none"> ✚ Using and Creating a Google Site 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Elaboration of an interactive image - Google Site Design - Guidelines for the elaboration of activities
<p>5 Monday, February 14th to Saturday, February 19th, 2022</p>	<ul style="list-style-type: none"> ✚ Fundamentals of Presentation Creation 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p>6 Monday, February 21st to Saturday, February 26th, 2022</p>	<ul style="list-style-type: none"> ✚ Using Google Presentations 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum

		<ul style="list-style-type: none"> - Creating a Google Presentation - Guidelines for the elaboration of activities
<p style="text-align: center;">7</p> <p>Monday, February 28th to Saturday, March 5th, 2022</p>	<ul style="list-style-type: none"> † Fundamentals of video production † Examples of Video Editors 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Guidelines for the elaboration of activities
<p style="text-align: center;">8</p> <p>Monday, March 7th to Saturday, March 12th, 2022</p>	<ul style="list-style-type: none"> † Use of Smart Phones for video recording. † Use of OpenShot. 	<ul style="list-style-type: none"> - Videos - Tutorials - Websites - Question and answer forum - Creation of a video - Guidelines for the elaboration of activities

6. Evaluation System

The evaluation system will take place in 2 ways:

Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process.

Effective formative feedback will help participants improve their practices during the module.

Summative evaluation:

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

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%

2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment (Google Site linked to Google Classroom and live defense)	30%
TOTAL	100%

7. CLASS POLICIES

- I. CLASS PARTICIPATION AND ATTENDANCE*:** Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.
- II. MISSED EVALUATIONS**:** Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.
- III. HOMEWORK ASSIGNMENT DUE DATES**:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.
- IV. COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.
- V. CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.
- 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 a estudiantes que así lo desee. La nota obtenida en la prueba repetida sustituirá a la anterior.

