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

THE IMPACT OF LEARNING MANAGEMENT SYSTEMS IN A VIRTUAL ENVIRONMENT DURING THE COVID-19 PANDEMIC.

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Abstract

Nowadays, technology plays a crucial role in education by enabling the use of technological tools. So this work focuses on Learning Management Systems making known how technology has changed the world of education. Before the pandemic, these applications were not widely recognized, and only those who studied online had familiarity with some of these programs. This was because these tools were not commonly utilized in face-to-face classes. The year 2020 brought about significant changes as a result of the emergence of a new virus known as COVID-19. The virus had a profound impact on the way it spread, leading the government authorities to take drastic measures, including a nationwide quarantine. As a result, all educational institutions were ordered to close, and they had to adapt to online learning to ensure that students did not lose their academic year.The pandemic promoted the development of technological tools in education where new applications were created to improve online student learning. It allowed the continuity of classes virtually, and students and educators have had to adapt to this new mode of learning. For that reason, The Administration of Virtual Environments for Teaching and Learning Foreign Languages is a crucial course that helps students to effectively manage these tools and create educational web pages.

Keywords: tools, apps, pandemic, technology and education.

I   Introduction

The pandemic of Covid 19 took many students and teachers by surprise, as most of them were accustomed to traditional face-to-face classes. However, due to the potential danger posed by the disease, educational authorities opted to introduce virtual learning as a viable alternative. Consequently, Learning Management Systems were implemented to facilitate the transition, which allowed the continuity of various courses and training programs, in which the facilitators had to redesign all the planning and class sessions of their students, which avoided the risk of contagion of the disease and ensured social distancing between them; In synchronous classes, teachers had to use an infinite number of academic resources to attract the attention of students. In addition, there are several mechanisms in which the performance and progress of students can be monitored, at the same time offering flexibility in terms. of mobile devices and the time, they have to connect in this period, movies have been a fundamental tool in developing academic activities.

Next, students will explain the different activities carried out during the specialization course in virtual foreign language environments in which the facilitator has done hard work explaining the different contents, and the use of the Learning Management Systems, essential for the When developing a course and planning both synchronous and asynchronous classes, it is vitally important that students actively participate since with practice they will be able to develop the competencies and skills that they will be able to use in their workplaces where the LMSs will be of great support to them.

II Objectives

General objective

- ➢ To acquire knowledge about the impact of Learning Management Systems in a virtual environment during the pandemic of covid 19, and how it increases the comprehension and interest of students.

1.1 Specific Objectives:

- ➢ To learn the importance of Learning Management Systems in a virtual environment

- ➢ To know the uses of Learning Management Systems in a virtual environment.

- ➢ To describe the most used tools during covid 19 in online education.

III Theoretical Framework

1.2 Technological Devices

Media such as cell phones, tablets, and computers have always been a necessary tool for learning in general, but with the advent of the pandemic in 2020 called covid 19, the world entered into uncertainty in all aspects of daily life, and electronic devices took over the lives of human beings, due to the need for education and it was then when the need to teach in a different way to the traditional method that had been practiced over the years in educational institutions in a face-to-face manner began to be seen and the change to teach through the online modality in different institutions arose.

Internet.

Due to the need for learning and teaching in times of pandemic, the importance of internet connectivity and the use of electronic devices arises as a necessity for the transformation of the digital era in times of educational need makes mention of the importance of an internet connection, and with the online learning management system we can learn and train in an effective way that allows us to manage, distribute and evaluate scheduled training activities, distribute and evaluate training activities scheduled within a process of online teaching or e-Learning, and thus be innovative in the use of technology in an effective way to learning and teaching in a virtual way, "The task of the LMSs is to make it easier to manage the activities or content. Thanks to being connected to the network, it allows anyone to enter the system at any time and from anywhere" (Randstand 2022).

In 2022 the government of El Salvador MINEDUCYT began to provide training to teachers to use different platforms to teach classes online, from the first of March

2020, the government generated activity for teachers to start a new academic mode in El Salvador, training more than 45 thousand teachers, to provide an education according to the guidelines that the pandemic of COVID 19 was addressing the academic situation of the country (MINEDUCYT, 2022).

Digital platforms.

The teachers learned to use the different digital platforms virtually, to give continuity to the educational process. The platforms that teachers learned to use thanks to the training of MINEDUCYT   members were: Google Classroom, Zoom, Meet, Teams, etc. In addition, the use of the Internet and mobile devices was a fundamental part of online education through virtual platforms.

1.3 Learning Management Systems (LMSs)

A Learning Management Systems (LMSs) is a highly adaptable "online education center" that provides a comprehensive and indispensable set of features to efficiently support teaching and learning activities for schools, businesses, and employers, this modern learning management system was that began the implementation of online classes in order to give continuity to the development of educational content and was the method that opened the beginning of the evolution of the virtual didactic method for teaching and for many institutions was of great success the implementation of these methods of didactic management, It was necessary to take into account that the use of electronic devices should also be taught to students since many of them did not have electronic devices or internet access, but the tools provided were beneficial for teachers and students in general.

According to a blog by Paradise E-learning (2023), thanks to online learning during the COVID-19 pandemic, students were able to continue their education despite not being in a face-to-face manner in schools due to school closures.

Significance.

Thanks to the implementation of Learning Management Systems that were implemented, schools, colleges, and universities are leaving the four walls of their classrooms and taking advantage of the digital space provided by the excess of technology and educational programs, and providing a new academic era with new educational systems, based on this, it begins to capture the impact they have had the Learning Management System In a virtual environment during the pandemic and after the pandemic, we have shown that it is helpful in society in general, due to the demand for the use of technological tools and the need to innovate in a modernized society through teaching virtually and innovate in the workplace also through the online mode, for many companies has been beneficial to have to use the Learning Management Systems, which shows that not only can be implemented in academic or student level but also in society as a whole.

1.4 Negative Impact

The impact of the Learning Management Systems towards a virtual modality, was of utmost importance at the time that a solution was needed to give continuity to the educational teaching and had as all its difficulties too, because many students did not know how to use the different electronic devices, many students did not have the knowledge of computer systems to perform activities that were assigned to them in the different virtual platforms and the fact of starting to learn something new was a challenge that many crossed and because of that allowed them to evolve in capacity

of analysis and use of new academic teachings, which sometimes was a challenge for many, but it was also very supportive for many others who did not know how to use the internet on their devices, which caused discouragement and school dropout in many other students, according to an article made by (La Prensa Grafica, 2021) more than 26 thousand students withdrew from schools, for reasons of not having electronic devices and not having internet access in their homes.

1.5 Positive impact.

Learning Management Systems have a positive impact around the world especially during the pandemic covid 19. "The laptops that the Government of President Nayib Bukele is delivering to students enrolled this year in the public education system, are free, with internet access, and are not borrowed. This is a resource that students will use to receive their classes, at this time, remotely through different digital platforms" (La Prensa Grafica, 2021) shares the information that the government of the republic delivered computers to students in the year 2021. The delivery of computers to students gave many students the opportunity to learn to use technological devices to continue with their academic processes and self-improvement by mastering technological tools that many did not know how to use and added to this with a different learning method; With visual learning methods that have been very helpful for learning, in which they can interact with images, videos, blog and make use of virtual learning management systems in a fun and creative way, providing greater understanding through different teaching methods.

It is also known that teachers who were already trained to give them educational content had an opportunity to learn about virtual environments for distance learning between students and teachers and as expressed by Randstad in his blog the

advantages of using digital tools and digital teaching programs with the LMS in an institution as is the case of schools and educational institutions are that it has improved control of their organization in a more orderly manner when creating work groups and updating student data, it is flexible in terms of time and distance between students and teachers.

Therefore education has taken an important turn in terms of the use of technology, it is necessary to take into account that teaching has changed its methodology and it is important to manage with discipline the use of technological devices, taking into account that they should be used in a responsible and disciplined manner, focused on the right way for what is considered important for the development of students, because if used in the way it should be used; students develop important skills and are of total importance for cognitive learning and can have real and practical experiences for their learning.

1.6 The LMS platforms

Finally, the digital platforms that have supported the training process of students and teachers in the process of the digital era are the following:

The image was obtained from Google

Moodle: This is an open-source LMS platform that allows users to learn and create learning content for skills development ("The 4 best free LMS platforms for SMEs," 2022). This digital tool is totally free and can develop school activities such as uploading academic content, making time-limited evaluations, and adding videos of the content and photos of the content based on the creativity of each teacher in terms of the use of the platform.

The image was obtained from Google

Canvas: is a very useful tool when teaching classes, due to its high degree of tools that allow making classes more fun and interactive for students with the use of presentations, infographics, and images "Canvas is an LMS platform that offers various tools for creators. Canvas runs on a cloud-based technology" ("The 4 Best Free LMS Platforms for SMBs," 2022).

The image was obtained from Google

Edmodo: is an educational platform oriented to the academic part of e-learning, so it is oriented to educational institutions such as Schools and

Universities. It is an educational network where you can interact in different chats with students, it is easy to use access is free, and you can also upload documents, create interactive content, create creative content, make evaluations, and keep track of students entering the platform, for the safety of the students.

The image was obtained from Google

Schoology: is an application in which you follow up with students virtually can upload videos, and interactive images, and make assessments for students, deliver courses and content.

The image was obtained from Google

Google Classroom: This is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and return graded papers. It was created as a way to eliminate paper in classes and to make digital learning possible. It was initially planned for use with laptops in schools, such as Chromebooks, in order to allow the teacher and students to more efficiently share information and assignments.

1.7 Some Characteristics of Learning Management Systems

According to Hiter, 2023, some characteristics of Learning Management Systems are:

Course creation and content management

It seems like course management features would be included in all LMS platform options, but the most basic functions of a learning management system do not include course creation. Some tools require you to bring your own content from a third-party platform, which means you'll need to build training materials in a separate system and import them into the LMS program. (Hiter, 2023).

Integrations

Learning Management Systems need integrations to help with tracking and managing the learning experience. Organizations can use different platforms to integrate communication and collaboration using for example the following tools: Zoom, Microsoft Teams, and Slack.

Asynchronous learning

One of the ways in which Learning Management Systems help learners in knowledge retention is asynchronous learning because it allows the learner to perform their activities in their own time, as the videos, images, and content are in a form and time suitable for them.

Social learning

Learning management systems are social experiences because their digital platform includes features that help people learn from each other using proven social learning methods. This not only improves learning but also reduces stress for learners.

People can add boards and social learning features, learners can ask and answer questions on the discussion board and interact with their peers as well.

1.8 Some Advantages of LMSs

Some advantages according the blogs Cae.net, 2013 are:

Saving time and money

The Learning Management Systems in comparison with the traditional method of face-to-face, students and people in general who use these learning systems, help the economy of society, because they allow organizing, automation, and scheduling according to the needs of students and employees at the time of travel, use of virtual classrooms, many institutions have saved the expense of paying internet and expenses that used to be made in the traditional way in educational institutions.

Efficient management

Learning platforms allow effective overall control of administration, communication with users, teachers, and trainers, and content management. They allow efficient management of registrations/sign-ups and the creation of groups and courses. The roles of tutors, students, supervisors, and administrators can all be managed on the LMS, and notifications, reminders, and messages to users can be administered easily. It can be used as a powerful tool that allows the creation and management of content and subjects in a simple and intuitive way. Students can upload and share content and work or projects with their teachers and fellow learners, which in turn is stored in a database. (Cae.net, 2013)

Personalization

Learning platforms allow teachers to have greater control when teaching the class because some technological tools allow students to write their names on the tools and in this way the teacher can control who is participating in the class and who is participating in the class. In this way, giving feedback to each of the students also allows the students to have the evaluations in a different and fun way at the same time that the teacher is evaluating and it becomes more feasible when it comes to reviewing it and a way closer to meaningful learning for students.

Multimedia learning

The Learning Management Systems allow creativity in educational institutions because teachers can create a creative board where students can participate in different ways, for example, they can create video, images, audio, and text which all

serve as great tools for learning new skills or information. And the best of this is that students can participate via chat platforms and online forums.

1.9 Disadvantages of LMSs

Some disadvantages according to Wheelhouse, 2022 are:

1.   Learning Management Systems Requires Self Discipline: The major difference between campus training and online training is that while on campus your teachers may push you to complete a certain task on time and while in the office your boss or seniors may ask you to do the same, in the case of online training you are mostly only answerable to yourself. For a person who lacks self-discipline or a person with poor time management skills, this can become a big challenge. (Wheelhouse, 2022)

2.   Learning Management Systems require computer skills: nowadays children, adolescents, and adults have the ability to use technology in an easy and fast way, making good use of computers and cell phones, but it is possible that there are people who do not have access to electronic devices and can be a disadvantage for the use of LMSs, due to lack of knowledge of the use of technology.

3.   One of the disadvantages of Learning Management Systems can be a challenge to both teachers and students for different reasons. The first can be because they do not have enough knowledge about technology or they don't

have the resources to give and receive the information, in addition to that, there can be a lot of distractors in the environment where the class is received.

IV Description of Activities

1.10   Module I

in the first week of the module the teacher taught students how to introduce themselves in the classroom, she presented and explained the syllabus with its respective evaluations and rules of strict compliance, and she also explained the different learning theories that are used in the classroom: Behaviorism, connectivism, humanism, constructivism; students discussed in groups a theory and they had to explain in their own words what they understood about that theory and if they felt identified with it or not.

In week 2, the teacher conducted a dynamic in which the objective was the interaction of all students, then introduced and explained the synchronous activities which are those that are performed at the time of the class, the asynchronous

activities which are activities that are performed outside of class time and can be performed at any time, and students were also assigned the first evaluated task.

During the third week of class, the facilitator presented a dynamic activity that provided everyone with the opportunity to learn something new. The topic of the lesson was the Learning Management System (LMS), which enables the creation and management of courses for students. These systems are widely used in academic institutions and workplaces, with examples including Moodle, Edmodo, and Schoology. It is worth considering the benefits of implementing such a system

In week 4, the facilitator elaborated further on the subject of learning management software and introduced a number of free LMS examples that educators can utilize with their students. Moreover, they were given practice with Moodle, where they were instructed on various LMS functions. At the end, students were assigned their second evaluated task, which entailed designing an infographic detailing the features of LMS, as well as two non-LMS applications.

In week 5, the teacher carried out the dynamics to break the ice in which there was a lot of participation, then she explained how to organize Google Classroom, both in the publications and in the breakdown of the weeks with their respective content. Then, the facilitator explained to students the third activity evaluated, which was to create a class in Google Classroom that had to have a video, a presentation, and a forum in which students had to participate.

During week 6, the teacher explained how to create a quiz in Google Classroom to students. The first step was to go to the board, and then select the quiz assignment icon. In addition to that, students had to go to Google Forms and write a question, then, they had the opportunity to select multiple options or an open response. Besides, in settings, it is possible to select the day and deadline so that they can take their exam and get their grade.

In week 7, the teacher carried out the dynamic, which is a warm-up prior to what will be seen in class, Then she taught students about the different platforms that are used for videoconferences, among which are Zoom, Google Meet, and Teams, each one has different zoom functions accept an indefinite number of participants and in which the host can give the option or deactivate the microphone. In addition, in meetings they can divide into rooms, conduct surveys, and the limit of participants to one hundred; In Microsoft Teams it is more robust since it can also be divided into several rooms, and files can be uploaded in the chat so that students can access them and work groups can be created where the progress of these was reflected. groups and it is the teacher who decides which app is the most appropriate to develop their classes.

In week 8, participants had the fourth evaluation, which was to teach a 20-minute class in 6 minutes in the work group assigned a task to perform. Among the activities to be performed, there was a warm-up in which the flashcards for the students to participate, then they were introduced to and explained about the Greek tragedies in this case Oedipus Rex, an evaluated activity in which they would demonstrate their knowledge and in the last part they had to order sentences about

the same topic and which students had the culmination of the first module and thanking the facilitator for all her effort and dedication to her students.

1.11   Module II

In module II, the facilitator presented a comprehensive overview of technological tools to ensure that students could distinguish between LMS and other tools. To evaluate the class's comprehension, the students created an infographic using Canva, a versatile platform for creating engaging presentations with various features such as emojis, diverse fonts, images, and font colors.

During week 3 and the students delved deeper into technological tools, with a particular focus on the versatile platform of Flipgrid. This wonderful tool enables the creation of videos up to 10 minutes in length and can be used as a virtual whiteboard to guide students through complex processes and also they learned how to use liveworksheets , which a tool in which participants can create an interactive exam for

their students where they add images, audios and add open questions and multiple choice question after that the facilitator assigned the second activity where the students had to record a 10-minute video, explaining the use of live worship as teachers.

In the fourth week of the course, students were taught how to use Edpuzzle as a tool to add academic videos related to the topics covered in class. The tool allows facilitators to know students' understanding of the video by adding multiple-choice and open-ended questions. Students felt confident using the tool and even created their own content for others to use.

During week 5 of class, students were learning a new tool called Padlet. For many of the students, this was a brand-new experience that added a fresh sense of intrigue and engagement to learning. Padlet allows students to work on a collaborative mural, where students can draw, insert classes, and participate in the process. Similarly, students also learned about Powtoon - a new tool that gave them another way to enhance their understanding and expand their skill set.

This tool is highly effective in generating animated presentations that successfully capture students' attention. Moreover, in week 6, the third activity assigned was the creation of a video in Powtoon. This activity required students to include an image of themselves along with an introductory audio discussing the Advantages of Using Technological Tools in an Online Class. The presentation was to be no longer than two to three minutes in length.

In week 7 the students felt more motivated since they were very close to completing one more module. The teacher always started with a warm-up to attract her students' attention and make the class more dynamic. In that week students

learned the use of new technological tools, the first was Nearpod, which can be used to make presentations interactively and in which open questions can be added, one of their most interesting features is that they can start with a self-assessment to say how they feel or express their ideas. On the other hand, it is Flipity, which is a tool for asking multiple-choice questions. Additionally, this tool helps manage classes in a dynamic and fun way.

Finally, the last evaluated activity was assigned to the students with the purpose of evaluating the knowledge acquired, the facilitator assigned each student a technological tool where they had to develop a 6-minute class using the assigned tool in a correct and ordered way, in this form the second module was completed.

1.12   Module III

This last module was focused on learning to create educational materials, for example: podcasts, online presentations, interactive images, videos, Creation of a Google Site among others, with the purpose that students learn to create web pages.

In the beginning, the students acquired theoretical knowledge to learn how to create content for their classes in a fun and effective way. They started from the most basic things, recording audio but learned to focus on small details such as tone of voice, volume, the time, and how to edit them in a tool called Audacity. This tool helps to modify the audio such as: cutting, lowering, or increasing the volume. The most interesting thing is adding background music so that the audio is heard more professionally.

In addition, students were able to create a podcast through a new tool called SoundCloud, where they learned to create an image with audio, something very interesting nowadays to attract the attention of students in online classes. Then, the first activity was assigned to put into practice the aforementioned, from recording to editing audio in Audacity.

In the third week, students learned how to create interactive images, for this, they learned to explore a very effective and interesting tool called Genially, which is used to create visual and interactive content in an easy and fast way, and students learned all about its use. For instance: inserting images, text, videos, audio interactive elements, etc. To demonstrate what was learned, an individual task was assigned where an interactive image about a specific topic was created.

In the fourth week of the module, the students deepened into the principles of content design, including a thorough exploration of color theory. This knowledge is essential for effectively combining typography with backgrounds and images, thereby enhancing the visibility and impact of the content. The facilitator led an engaging class activity in which the students applied their newfound knowledge, experimenting with font, size, color, and combinations to improve the learning experience.

During these last weeks, the facilitator provided detailed instructions to the students on how to commence their written report. The guidelines were carefully explained and the students were required to present their chosen topic for approval. Once approved, each group member began working on their respective draft. The group consisted of three members who collaborated together to produce a high-quality report, as it is a crucial component for graduation.

To complete module III, students were tasked with creating a web page as their final project. The facilitator encouraged them to choose a topic, with enough information to facilitate the content creation process using the technological skills they had acquired throughout the specialization. Reaching this point was incredibly rewarding for the students, as they were close to completing their degree. As a result, they dedicated themselves to producing high-quality work.

V Achievements

This course was a lot of learning for the workgroup since the students were able to acquire new knowledge, which helped them grow as a person and professionally since they learned the importance of knowing technological tools, and their use, due to the impact the pandemic had on education, the online modality was no longer an option but a requirement in the educational field, which is why the work team learned the basics of teaching online in a way that is out of the ordinary.

The participants also learned how to organize a class in Google Classroom and use all the resources with their students. Besides, they learned to use infographics to present some technological tools that participants can use in classes with their respective characteristics and functions of the aforementioned tools.

In addition of that, the team also learned to use Flipgrid, a technological tool that allows students to design videos for academic purposes. Moreover, they learned how to design exams in live worksheets in an interactive and creative way for their students.

Participants also learned how to use edpuzzle with interactive videos taken from various websites or made their own, in which asynchronous activities are strengthened. At the same time, they learned another amazing tool called Powtoon, which is a tool that they use to make an introductive video with images, make presentations, and add their voice and background music.

On the other hand, the team got knowledge about Padlet which is a useful tool for group discussions, and presentations. It gives participants a greater improvement in their knowledge and they can express their points of view. Also, they learned about another great tool. the classroom screen, which is an app in which they can use a whiteboard to draw or write and they can also use it to select students to participate in different activities.

Moreover, participants learned to use Nearpod, which is useful for making presentations and they can also add open-ended questions that engage students and keep them focused on the activity and Flippity was not the exception because participants learned to use this tool that can be used to prepare a warm-up to the topic to be addressed in class, and they create questions to measure how to learn during the semester.

Students have also learned how to use podcasts, in which a message was created to the students as an introductory part of the class and they can mix it with background music to enhance it. In addition to that, participants learned how to use open shot, which is a tool in which they can edit their videos, and add background images and sound effects which are essential when creating an educational video for students.

Furthermore, students learned how to design content on Google Sites, where they can add images, videos, and information about a specific topic and share it with their students. Finally, they had extensive learning during the specialization course as they acquired new knowledge to be able to develop their profession in the future professionally and effectively.

VI Conclusions:

Education had an impact on the teaching of education due to the pandemic of covid 19, therefore strategies were implemented to carry out the classes of the students so that they receive the benefit of study and the right to education, due to this the LMSs played an important role in teaching, since they were implemented as exclusive use for teachers to teach classes to students, the most popular LMSs in time of pandemic were: Moddle, Edmodo, canvas, Schoology among others that had importance at the time of giving continuity to the educational roar in society when it was not possible to leave home and students continued with their academic studies through virtuality.

The traditional way of teaching was changed by the way of teaching with the implementation of virtuality in order to make learning more accessible and humane for students with the use of computers that were donated by the government of El Salvador and was of great help to facilitate the teaching of teachers to students and of great benefit to students receive their classes without having any permanent pause by the fact of having a pandemic the world changed to modern mode and left aside the traditional teaching in classrooms, to become their homes in the school for the students.

The LMS made an essential contribution to the new modality that was being carried out with the different virtual platforms, despite the different circumstances that the country was going through at that time, making it clear that teaching had to continue even if it was not in person. educational institutions, student learning should not stop. Students in the time of covid 19, therefore the contribution that the LMS provided was of great help to society in general.

The LMS gave an opportunity to benefit thousands of students through their different platforms and in this way continue teaching students, for example, they could take their classes from the comfort of their homes without having to leave their homes and be in danger. of getting sick with the covid 19 virus, they could receive the most personalized attention from the teachers and they also increased their knowledge of the use of electronic tools and learned about the use of technology as well as the teachers to provide the service of the education in a more direct way to students and benefiting from the improved matching of online teaching methods and by improving the use of technology.

VII Recommendations:

Our team wants to thank God for allowing us to reach this last stage of our major, so as a team, we would like to provide some recommendations for teachers and students who are preparing in the field of teaching since we want to share our experiences during the course specialization in the administration of virtual environments for Teaching and Learning Foreign Languages.

1. To learn to make good use of technological tools in the area of online education, authorities are recommended to implement a subject based on the use and importance of technological tools in the online learning process.

2. It is recommended that teachers receive training in technological tools to improve students' learning process at the University of El Salvador, whether for online or face-to-face classes.

3. Motivation is very important in learning, so teachers play a fundamental role, that is why it is recommended that teachers motivate students to acquire knowledge of technological tools to be able to create learning-oriented web pages.

4. The corresponding authorities can provide an adequate space that has good computers, programs, cameras, and good internet so that students have the necessary resources to put into practice the knowledge acquired during the specialization course.

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IX Appendixes

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

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

Module I Syllabus

Online Foreign Languages Teaching

April, 2023

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1. GENERAL INFORMATION

1.1 Module 1:	Online Foreign Languages Teaching
1.2 Code:	EDH114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic process
1.6 Month and Year:	April 2023
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 Professor :	MEVA. Sey Danisia Najarro de Alvarado

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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

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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%)

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

Module II Syllabus

Educational Applications for Learning a Foreign Language

June, 2023

1. GENERAL INFORMATION

1.1. Code:	**APE214**	
1.2. Pre-requisite:	**None**	
1.3. Academic Credits:	**3**	
1.4. Target Population:	**Students who have concluded their academic courses**	
1.5. Month and Year:	**July- August 2023**	
1.6. Major Academic Unit:	**Foreign Languages Department**	
1.7. School:	**School of Arts and Sciences**	
1.8. Module Term:	**8 Weeks/ 2 Months**	
1.9. Hours per Module:	**50 Hours**	
1.10. Professor:	MEVA. Sey Danisia Najarro de Alvarado	

1. Module Description

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: *Edpuzzle, Flipgrid, Flippity, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, Powtoon.*

2. Objectives

a) General Objective:

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

b) Specific Objectives:

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

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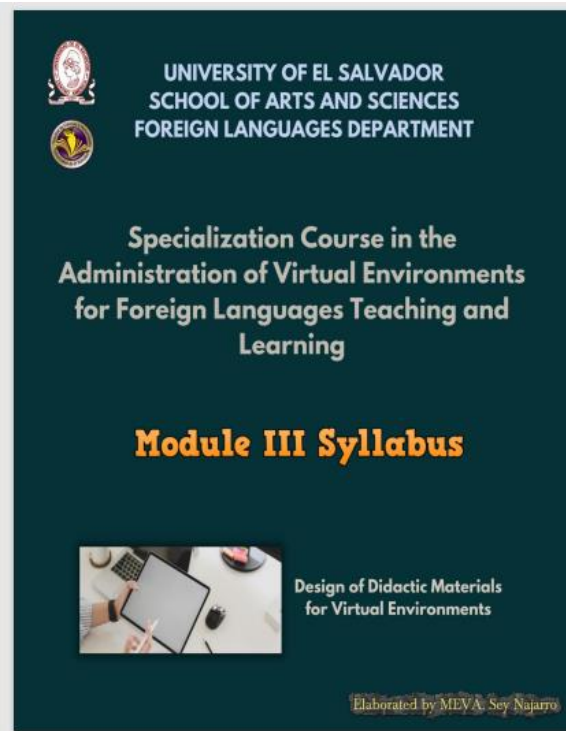✓ use technological tools to plan and develop synchronous class activities.

3. Methodology

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

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

4. Contents

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

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

Module III Syllabus

Design of Didactic Materials for Virtual Environments

Elaborated by MEVA. Sey Najarro

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:	**September – October 2023**
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.	Professor:	MEVA. Sey Danisia Najarro de Alvarado

2. MODULE DESCRIPTION

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

3. OBJECTIVES

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

At the end of this module, participants will be able to:
- Use technological tools for the design of didactic materials.
- Elaborate digital materials for the teaching-learning of foreign languages.
- Integrate tools to present content in a Virtual Learning Environment.

4. METHODOLOGY

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

5. CONTENTS

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

TECHNOLOGICAL TOOLS

Technology means that classes can be much richer in content and more participative than before. Here we have some of them to teach in a fun and effective way

Pear Deck

OBJECTIVE

Pear Deck has the objective to help teachers create powerful learning moments for every student, every day — using the tools you already know and love.

Topics you can use it: for all the topics

features

Design brilliant lessons.
2.Work seamlessly with powerful classroom tools from Google and Microsoft.
3.Control the pace of class and project student answers anonymously.
Keep students in sync with Locks and Timers

Movavi Screen Recorder

REC
movavi

The objective Movavi Screen Recorder is to enable users to create professional-level screen-recorded videos without spending a ton of time and effort learning how to use complicated software.

FEATURES

Topics you can use it :
We can use it to screen-recording program with video-editing capabilities to explain how to do an activity

1.Screencast creation.
2.Scheduled recording.
3.Multiple exporting options.
4.Teachers who want to record online lessons.
5.Movavi Screen Recorder is an easy tool for Mac and Windows
6.The program supports Intel hardware acceleration, making the recording process smooth and seamless.

BUNCEE

buncee

Objective about buncee is give opportunity to students to practice written English on their own through virtual classroom.

Topic you can use it: Buncee can be used in a variety of ways, including lessons and assessment tools

FEATURES

1.You can create slides and print them.
2.Students can recreate or design their own digital stories with Buncee.
3.Students can create multimodal slides with words and phrases to assist their recall of the language.
4.you can choose elements to customize your projects.
5.You can integrate animation, audio, pictures and "stickers."
6.Students can recreate or design their own digital stories with Buncee.

Mural

OBJECTIVE

The objective of Mural is as an interactive tool that provides a shared communication space for whole group or class cognitive and social participation.

TOPICS YOU CAN USE IT

:We can use for all the topics

FEATURES

1.It has infinite and resizable canvas options.
2.2.Mapping and diagramming.
3.You can Create and publish custom templates.
4.4.Multiple ways to connect and communicate with your team.
5.5.Students can work together in a flexible, inclusive collaboration space.
6.It has Flexible permissions.

TECNOLOGICAL TOOLS

1

ClassDojo

CLASSDOJO
objective:to share kids most important learning moments in school and at home

Topics you can use it : for all the topics

Features
1.Interactive quizzes
2.Student assigment
3.Presentation buildups
4.Create graph
5.Progress reporting
6.Remote computer monitoring

2

Trello

TRELLO
objective: to keep projects organized ,deadlines on tracks, and teammates aligned
2.to track progress of tasks in one convenient place

Topics you can use it : easier coursework planning, faculty collaborations

Features
1.Displays boards,cards and list for project management
2.Calendar within a card can be made with checklist
3.Tasks can be allocated to several members.
4.The tasks can have deadlines included.
5. An activity log keeps the team up to date.
6.The inclusion of attachment enables the efficient organization of resources.

Lesson 1