

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



**TOPIC:**

**THE IMPORTANCE OF SYNCHRONOUS AND ASYNCHRONOUS CLASSES IN ONLINE  
EDUCATION**

**Presented by**

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

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## **Abstract**

The purpose of this project is to analyze the importance of synchronous and asynchronous classes in online education and. Due to the emergence of the global pandemic, the educational system was forced to modify classes to be taken online, the foregoing made educational institutions worldwide make a change of plan in their education methods, seeking alternatives in their most efficient and effective technological tools. Students have to face the new educational environment, and the different effects caused by online education. In this work we develop the different methods, and resources learned in the “Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning” in which useful and important topics were developed, such as Online foreign language teaching, Educational Applications to Learn a Foreign Language and Design of Didactic Materials for Virtual Environments. In this process, enrolled students learn the theory, and acquire the knowledge to design and manage virtual environments for the acquisition and delivery of learning of a foreign language. Learners also acquire comprehension in the management of different technological tools. Furthermore, the acquisition of skills to design digital materials with the purpose of being used in online virtual learning environments.

**Keywords:** *Virtual Environments, online education, synchronous and asynchronous.*

## **I. Introduction**

Online classes have become one of the main sources of education in recent years, students, and teachers have been trying to adapt to this new way to learn, and teachers create classes that make their students want to interact in their courses. The use of different educational tools that work in synchronous and asynchronous ways has risen in different virtual educational environments, creating new standards to be considered at the planning of an online class; the use of technological tools and different resources has become an important factor to be considered at the time to create and develop an online class.

As a result the importance of online education has had a transcendental impact since the global pandemic situation, the challenge for an educator is to know the balance between synchronous and asynchronous, according to the needs and capabilities of students to achieve a proper education. In El Salvador the implementation of online education has filled the gap that the recent global health emergence has left; setting the importance and impact that online educational sessions have on students, and considerations to be taken into account.

For this reason, at the University of El Salvador, the Foreign Languages Department offered the students of English Teaching Option Major that were about to finish their degrees the option of enrolling in the “Administration of Virtual Environments for the Teaching and Learning of Foreign Languages” specialization course. Along with this, the following report aims to show the importance of the implementation of the course for the development of virtual environments using technological tools to achieve meaningful teaching-learning processes for foreign languages.

## II. Objectives

### 2.1 General objective:

To describe the importance of synchronous and asynchronous classes to achieve a significant teaching-learning process in an online education.

### 2.2 Specific objectives:

- To explain the importance of synchronous and asynchronous class and its application in an online education.
- To analyze the positive and negative effects of synchronous and asynchronous in an online education.
- To summarize all the activities applied in the modules for the “*Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning*”.

## **III. Theoretical Framework**

### **3.1 Historical Framework**

#### **3.1.1 Distance education**

Online education is in fact a great educational tool, developed to help learners to receive courses and information through internet-based technology (Bates, 1995; Moore & Kearsley, 2005). Distance education is defined by Feasley (1983) as learning that takes place, and is performed away from the instructor. This makes learning more accessible for a large group of students, defined by Verduin and Clark (1991) as “The formal education in which most of the teaching occurs when the educator and the learner are at a distance from each other (p.13). This type of education has many aspects and forms, Merisotis and Phipps (1999) point out that online education includes synchronous and asynchronous communication.

Distance education evolved thanks to the use of technological tools as a base. The history of distance education is the evolution of the use of technology. This process is called the four generations of distance teaching (Moore & Kearsley, 2005, Passerini & Granger, 2000). Distance education is an old concept, with the intention to help learners that have difficulties to take class in person to different situations, this can be tracked to European Universities more than 150 years ago; since that period to the present day, and some educational process is still carried out by mail. The term distance education was coined in 1972, almost a century after the first correspondence course, by the International Council of Correspondence Education (Moore, 1990).

In the mayor forms of actual distance education, the importance of technology is a common factor, in fact with the coming of the third generation of distance education at the beginning of 1980, with the huge revolution caused by the internet; the development of technologies made possible the interaction between educators and students, in addition to the delivered content, making the access to education reach a new number of learners around the world.



### 3.1.2 Virtual Education

Virtual education has been defined as education through an internet connection using virtual environments that do not require any specific time or space and is a new scene for communication between educators and students (Bonilla, 2016). To make a proper online education modality, some considerations need to be taken into, like the correct technological tools, internet connection and that the content covers formative valor, that is to make an ideal environment good enough for educators and students (Marciniak y Gairín-Sallán, 2018).

With the recent global health emergence, an improvement in the development of technological tools is needed to make it possible to fulfill educational needs. Aside from the tools and LMS, other important resources were the social networks used to create study groups and learning communities. Although its use is questionable and seen with some reservations, during the global pandemic it became a highly valued resource (Robles & Sato 2020) and used by some educational institutions to provide a system of communication and delivery of lessons and tasks.

Web-based communication systems have been widely used as tools for collaboration that can support self-explanation, social negotiation, and shared knowledge construction among participants (Bonk & King, 1998; Garrison, Anderson, & Archer, 2000; Stahl, 2000). The use of social networks were used due to the easy accessibility and low cost supposed to the learners.

Virtual education offers unparalleled flexibility and accessibility to learners. Students can access different educational materials each time as needed and participate in classes and tasks from anywhere, at any time. According to a study by Allen and Seaman (2017), online learning provides opportunities for individuals who may have geographical or time constraints to pursue education. This flexibility allows learners to balance their academic pursuits with other commitments, such as work or family responsibilities, or in the recent past for the health emergency.

### **3.1.3 Virtual Education in El Salvador**

The University of El Salvador as an educational institution prepared an online education project a time before the health emergence with the program called “Educación en línea” in January 2016. With this educational offer, the UES expands opportunities for access to quality public higher education. Born as an option for many learners to expand their opportunities. The academic institution has a well-trained professor staff, and access to the technological tools and equipment, making a relevant impact in society.

With the rise of the global health pandemic that emerged in 2020, the University of El Salvador decided to translate their students to a virtual environment, having in consideration the health of instructors and learners, this supposed a challenge for all the participants, adjustment were needed to adapt to the new online classes, new technological tools, virtual environments and learning management systems, the new learning reality reach all educational levels.

However, the education institutions had a hard time taking in consideration the needs and possibilities of the students; due to uncertain level of technology, bandwidth or immediacy, This brought out that the duty of teachers is not only pedagogical, but now it is required that they know how to manage technological tools and LMS. The University of El Salvador offers to their students who are close to finish his English teaching or modern languages degrees an option to enrolls in the Administration of Virtual Environments for the Teaching and Learning of Foreign Languages specialization course, this makes a positive impact in the future of educators, the knowledge in virtual environments, technological tools become crucial in present days.

## **3.2 Theoretical framework**

### **3.2.1 Synchronous learning**

Synchronous classes refer to learning experiences and interactions between instructors and students at the same time. These classes involve chats, conversations, breakthrough tasks, discussions, and virtual meetings, this promotes active participation and has a positive impact on learners with the use of interactive elements and multimedia like videos and podcasts.

Synchronous classes benefits:

Immediate feedback: Students can receive instant feedback from instructors, for clarification of doubts

Active engagement: interactions promote active engagement and participation.

Collaboration opportunities: Synchronous classes enable students to collaborate with peers.

Instructor presence: affects learners' engagement during learning sessions, making the students feel secure to ask questions.

Synchronous learning offers several benefits for the students, promotes the sense of community, and the ability to interact at the same time between instructors, and peers create a dynamic study environment, builds trust and deeper understanding about the topics, however, it is important to know its limitations and challenges, like the schedule, the access to technology or the bandwidth, it is important to consider individual circumstances, also preferences when we choose a suitable learning method.

### **3.2.2 Asynchronous Learning:**

Asynchronous classes do not require real-time interactions. Instead, students access pre-recorded lectures, discussion boards, and other learning materials at their own pace. This means that the student and instructor will engage with the content at their own time through online learning tools. The instructor should propose assigned readings online quizzes or discussion boards, also guide students and offer feedback and assess them as needed.

The significance of asynchronous classes can be observed through the following points:

1. **Flexibility:** Asynchronous classes offer flexibility for the students in their scheduling, allowing students to learn at their own convenience.
2. **Self-paced learning:** Students can review and revisit course materials as needed.
3. **Accessibility:** Asynchronous classes accommodate diverse learners, with no limitations in distance.

Asynchronous is a flexible approach that allows learners to engage with the learning materials at their own pace, and the flexibility to balance their learning with any other responsibilities. On the other hand, it is important to have in mind the limitations that the student must face, learners may have a difficult time without the instructor explanations, and with the lack of a structured schedule learners require showing self-discipline and motivation to fulfill their obligations.

Virtual education has revolutionized the way we learn, providing flexibility, personalized learning experiences, and enhanced collaboration. By continuously improving the technological tools and addressing the needs of diverse learners, virtual education has the potential to transform education and help learners worldwide.

### **3.2.3 The importance of synchronous & asynchronous classes**

Synchronous and asynchronous online classes have their advantages depending on what the instructor wants to achieve and the guidance that the learner needs. Synchronous classes are ideal to interact and ask questions; an asynchronous class on the other hand allows students to reflect before asking the questions. The real importance in both approaches to online learning is to be a bridge enabling students to access online education. This mode of instruction allows for global collaboration, cultural exchange, and diverse perspectives (Hrastinski, 2008). Students can benefit from exposure to different cultures and ideas, enhancing their overall educational experience (Means, 2013).

Another important aspect is the variety in the different methods to content delivery, Students can access multimedia resources, discussion boards, and interactive modules, accommodating diverse learning preferences (Dixson, 2010). This approach ensures that students with different learning styles can engage with the material effectively, leading to improved learning outcomes (Means, 2013). During the past few years, public schools used different methods to benefit students by distributing their lessons in an accessible way,

At the present time online education has become completely viable, with many aspects like flexibility, personalized learning, and global reach. Research by Allen and Seaman (2017) indicates that online education has expanded educational opportunities for diverse populations, including working professionals, individuals with special capacities, and those in remote areas. There are many debates trying to determine the best of the two options, to answer this an analysis of the needs of the learners is needed, to have in mind intermittent internet connection, family issues, and schedules, the use of a hybrid learning approach will make a significant difference in the delivery of the content and how the student can get the most out of synchronous meetings and asynchronous material.

## **IV. Description of activities**

### **4.1 Module 1 – Online Foreign Language Teaching**

The first module of online foreign language teaching was about fundamental of online education and its application on the English Language Teaching: Specifically in the virtual or online teaching approach like using an LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities and use platforms like TEAMS or Meet for synchronous activities was studied.

In this module we learned about the Theories of Learning in Virtual Learning such as behaviorism, cognitivism and constructivism. These three broad learning theories provided in this module are most often utilized in the creation of instructional environments in a time when learning was not impacted through technology. But in the last twenty years, technology has reorganized how we live, how we communicate, how we learn, and the theories of learning act as a guide for the use of technology in teaching.

Students learned about Learning Management Systems that can be defined as web-based software platforms that provide an interactive online learning environment and automate the administration organization, delivery, and reporting of educational content and learner outcomes.

Learning Management Systems LMS has some features that were studied in this module which are course management, gradebook, security and privacy, communication tools, assessment, tracking progress that facilitates teachers to monitor students in every single movement.

Participants were able to identify the importance of synchronous and asynchronous classes in an online education through activities in which they could practice. Activities in the creation of quizzes, infographics, and the use of forums were studied.

## 4.2 Module 2 – Educational Applications for learning a Foreign Language

The second module “Educational Applications for Learning a Foreign Language” was designed with the purpose of combining theoretical foundations and technological tools to be used in the virtual teaching-learning process. Among the most important aspects studied in the module was TPACK (Technological Pedagogical Content Knowledge), giving the inclusion of technological knowledge, pedagogical knowledge and content knowledge, also known by their acronyms: (TK), (PK), (CK), for the elaboration of materials and activities to achieve better meaningful learning.

The following tools in this module were studied: Flipgrid, Padlet, Nearpod, Kahoot, Classroom screen, PowToon, Flippity, Liveworksheet and Edpuzzle. It is important to know the advantages that each tool can give with the objective of being able to relate to each activity, since this can benefit in the best way both the student and the educators.

The students enrolled in the course put their knowledge of these tools into practice, showing their abilities to use them by practicing during the class. and achieving the objective in that the students took advantage of the knowledge of these learning tools in an interactive way. In addition, students noted the main objectives for developing the activities and selecting the technological tools presented in the module are listed below:

- Learning orientation.
- Introduction of contents.
- Student participation.
- To solve specific problems.
- To motivate students' interest.
- To evaluate performance.

### **4.3 Module 3 – Design of Didactic Material for Virtual Environments**

Module 3 was designed to allow students to use different tools to design didactic materials. During this module they worked with different materials such as interactive images, podcasts, web pages, videos and online presentations, among others.

Students learned about very important tools to integrate in the last activity for the integrated task that will consist of the creation of a Google Site linked to Google Classroom every single class students collect the activities that will be useful. Also, students choose a topic and subtopics of the English area to develop in Google Site.

In this module the students learned important aspects of image in education. These images can help to illustrate class topics, serve as primary research material or be integrated into homework assignments. Also, the students learned about different sites where they can download images and sites where they can modify, resize and add effects.

Finally, a written report was elaborated in which the students should talk about their experiences and learning obtained during this specialization, in the development of the tools and activities developed in these 3 learning modules.



## V. Achievements

- The team learned about the importance of synchronous and asynchronous classes in an online education.
- The students were able to develop asynchronous activities on platforms like TEAMS.
- Participants acquire more knowledge about Theories of Learning such as behaviorism, cognitivism, and constructivism.
- Students learned about the importance of technology that has transformed education across the globe.
- The team were able to learn how to use important tools like Flipgrid, Padlet, Nearpod, Kahoot, classroom screen, Powtoon, Flippity, live worksheet and EdPuzzle.
- Participants practiced and learned how to record a podcast and how to create interactive images.

## VI. Conclusions

The importance of synchronous and asynchronous classes in an online education generated positive effects in the students that allowed them to acquire more knowledge through the Learning Management System LMS. For that reason online classes had a huge impact on teaching around the world because of the pandemic of COVID-19.

The adaptation and the importance of synchronous and asynchronous classes in an online education involve both teachers and students to achieve significant teaching-learning. Besides that, The Specialization Course in Administration of Virtual Environments for Teaching and Learning Foreign Languages has demonstrated that it is a very good resource for teachers to improve their classes and stay updated in the field of English education.

Professionals that coursed “Specialization Course in the Administration of Virtual Environments for Foreign Language Teaching and Learning” at the University of El Salvador are more than pleasant to have the opportunity to grow in the virtual area and it is not only necessary to develop our skills, but also keep up with the innovation of technology. Furthermore, we achieve a lot of knowledge to manage technological tools and resources to develop online virtual environments for teaching foreign languages. In conclusion, online education, whether synchronous or asynchronous, offers opportunities for the expansion of learning in the digital world. These two approaches are very significant and will depend on the specific educational objectives of each course. On the other hand, well-implemented online education can offer an accessible educational experience for many people around the world.

## **VII. Recommendations**

Once the course has ended, it is recommended to the language department coordinators the following:

- Create virtual spaces where students after classes can interact with each other and share point of views in order to obtain better results in teaching-learning and make sure that they understand what was learned in class.
- Keep in mind that online learning should be a mix of synchronous and asynchronous learning to ensure that the students have a significant teaching-learning experience.
- Develop more activities that involve both teacher and student.
- Provide workrooms outside study hours, use different interactive platforms in which the teacher and student set a specific day to clarify doubts about the content.

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**Websites visited to collect information:**

**Universidad de El Salvador programa de educación en línea**

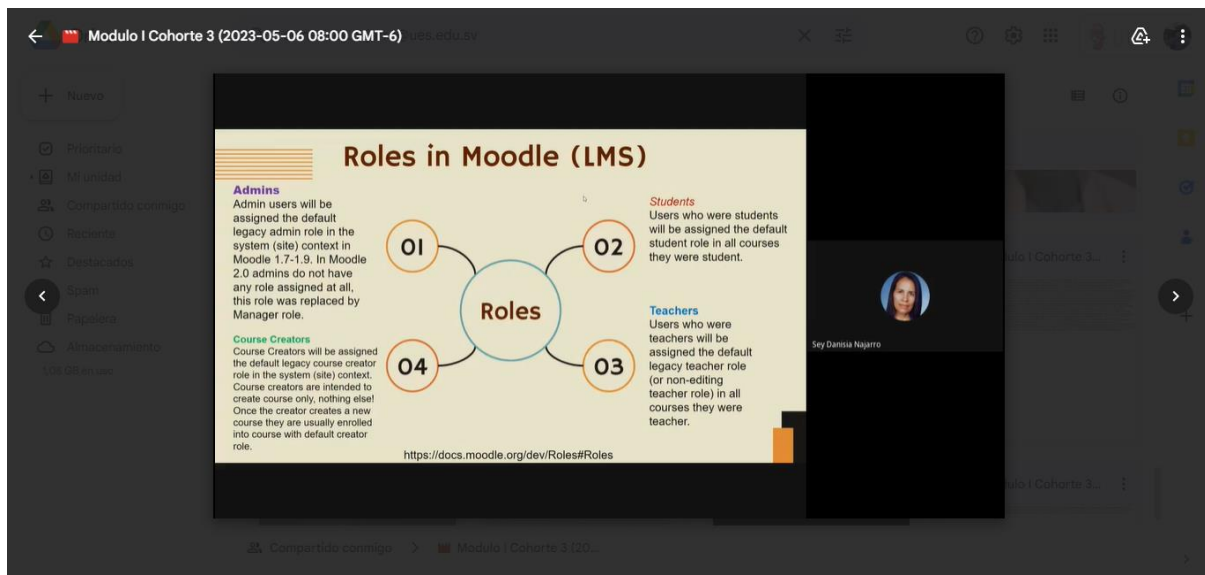
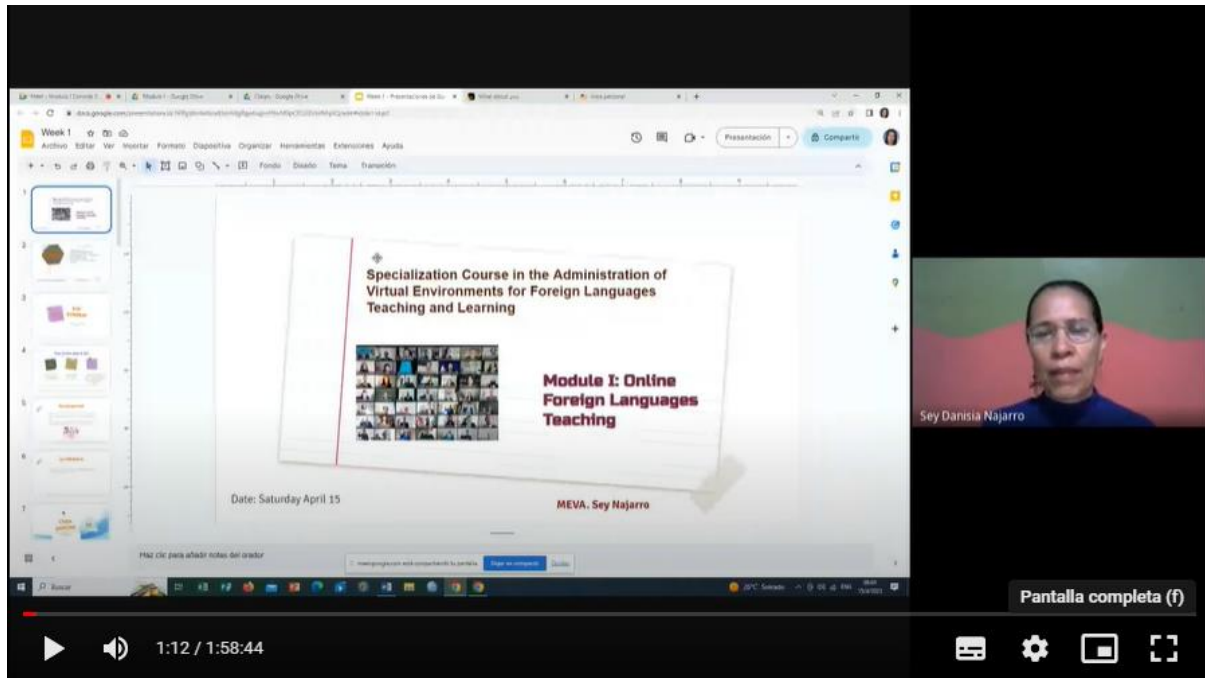
**<https://distancia.ues.edu.sv/sobre-nosotros2>**

**University of Waterloo Keep Learning**

**[https://uwaterloo.ca/keep-learning/strategies-remote-teaching/synchronous-vs-asynchronous-online-learning#:~:text=For%20example%2C%20a%20synchronous%20\(live,in%20an%20online%20discussion%20group.](https://uwaterloo.ca/keep-learning/strategies-remote-teaching/synchronous-vs-asynchronous-online-learning#:~:text=For%20example%2C%20a%20synchronous%20(live,in%20an%20online%20discussion%20group.)**

# IX. Appendixes

## 9.1 Modules' Screenshots



Módulo II (Aplicaciones Educativas para Aprender un Idioma Extranjero Cohorte 3) (2023-06-24 08:02 GMT-6)

Nuevo

Prioritario

MI unidad

Compartido conmigo

Revisión

Destacados

Spam

Papelera

Almacenamiento

Ver detalles

Agenda

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

Module II

Educational Applications for Learning a Foreign Language

By Sey Najarro

June 24, 2023

Sey Danisa Najarro

Compartido conmigo

Módulo II (Aplicaciones Educativas para Aprender un Idioma Extranjero Cohorte 3)

Módulo II (Aplicaciones Educativas para Aprender un Idioma Extranjero Cohorte 3) (2023-08-12 08:02 GMT-6)

Nuevo

Prioritario

MI unidad

Compartido conmigo

Revisión

Destacados

Spam

Papelera

Almacenamiento

Ver detalles

What was the first name of Argentinian soccer star Maradona?

Group Red

Group Orange

Group Yellow

Group green

Marta Beatriz Orelana Rosa

1:37:24 / 4:05:36

Compartido conmigo

Módulo II (Aplicaciones Educativas para Aprender un Idioma Extranjero Cohorte 3)

Rebeca Ester Bolaños Calderón (Presentar)

LEARNING PLAN: CLASSROOM OBSERV - 10/16

Rebeca Ester Bolaños Calderón BCI16027

1. Description

For this class we will be giving an introduction to the topic Article "a" and "an" the use and some examples.

2. Learning Experiences

- Use of "a" and "an".
- Use of article "a" and "an" with examples.

3. General Information

Date: August 19th 2023  
Topic: Nouns "a" and "an"  
Duration: 6 minutes

4. Details of the class

Activity	Resources	Tools	Duration (mins)
Warm up	Class	Classroom system	1-5
100	100	100	1-3

Rebeca Ester Bolaños C...

Fernando Enrique Alfaro...

Aida Isabel López Bonilla

David Eiseo Hernandez ...

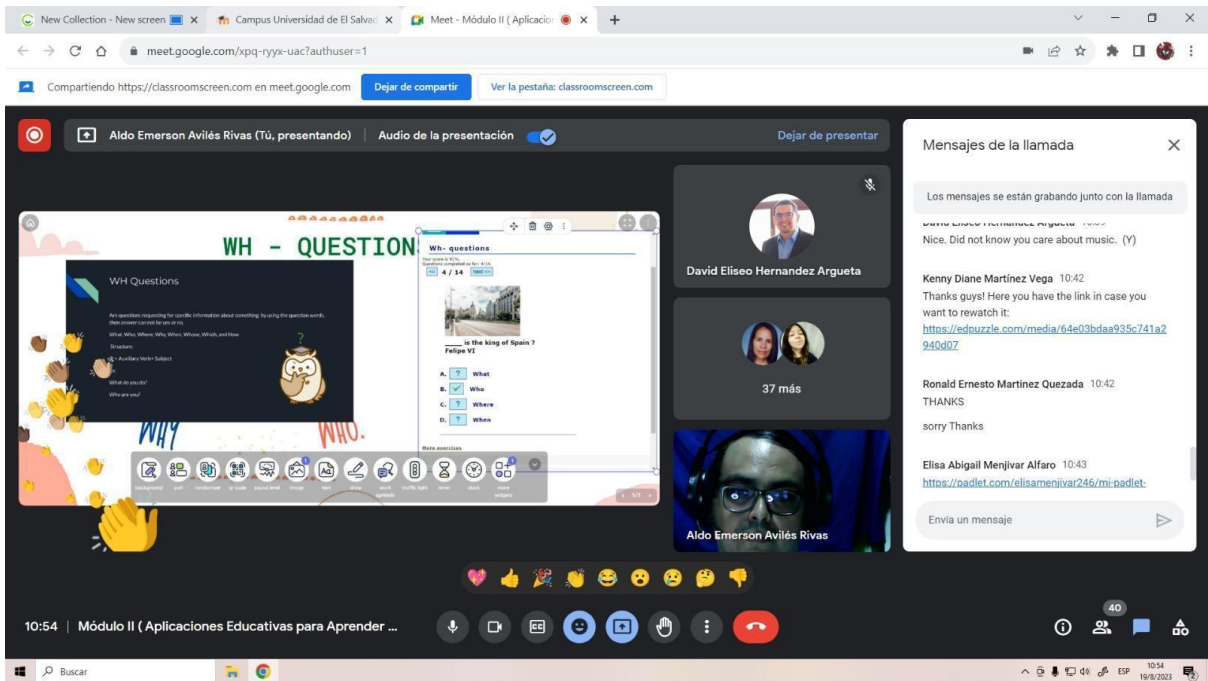
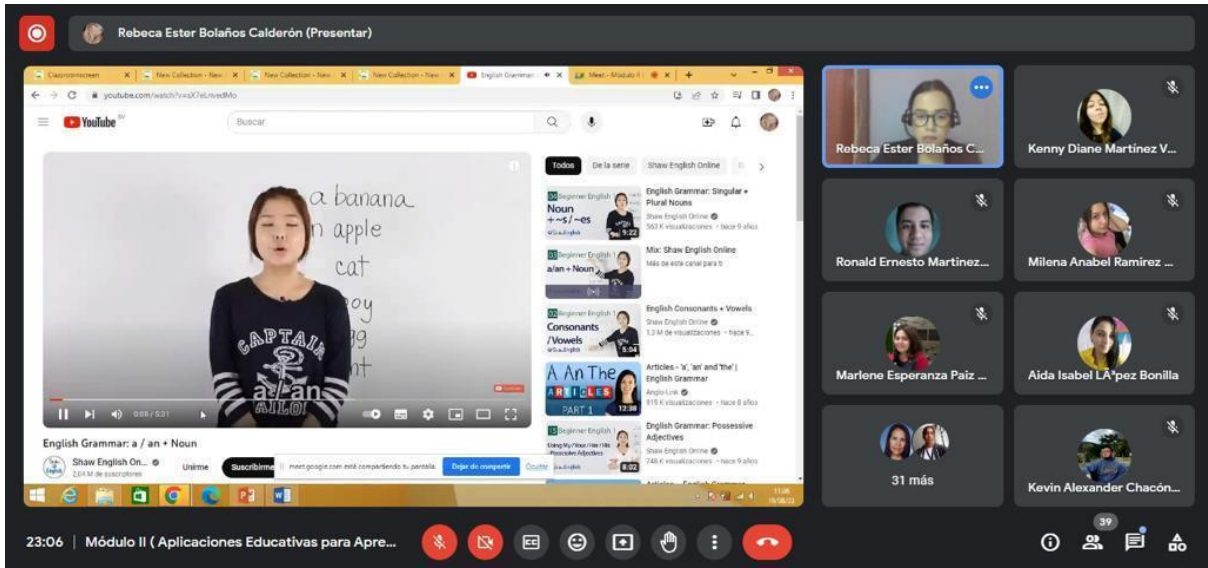
Sey Danisa Najarro

Jose Fabricio Morales B...

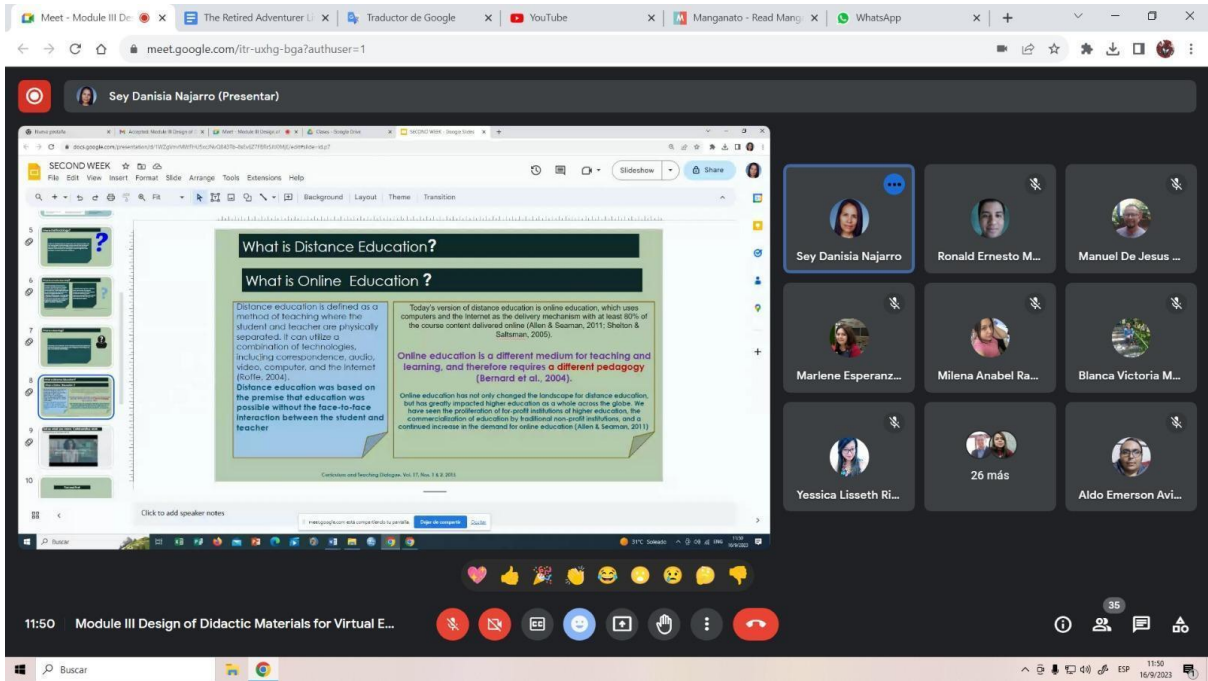
31 más

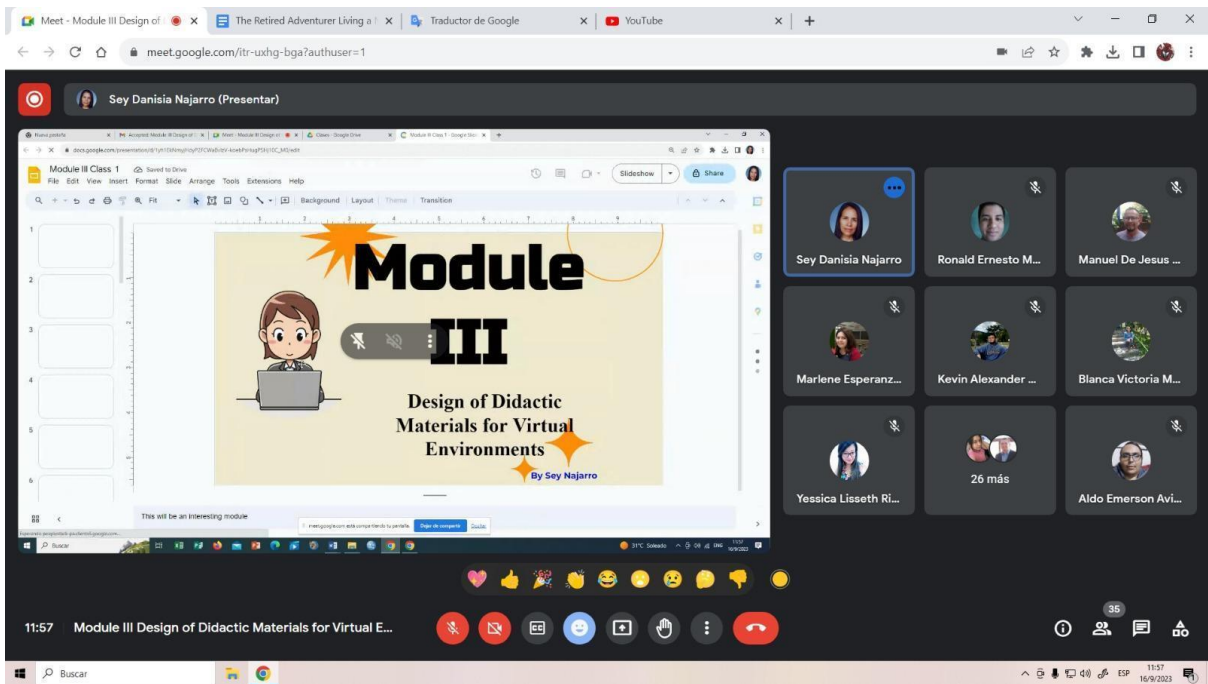
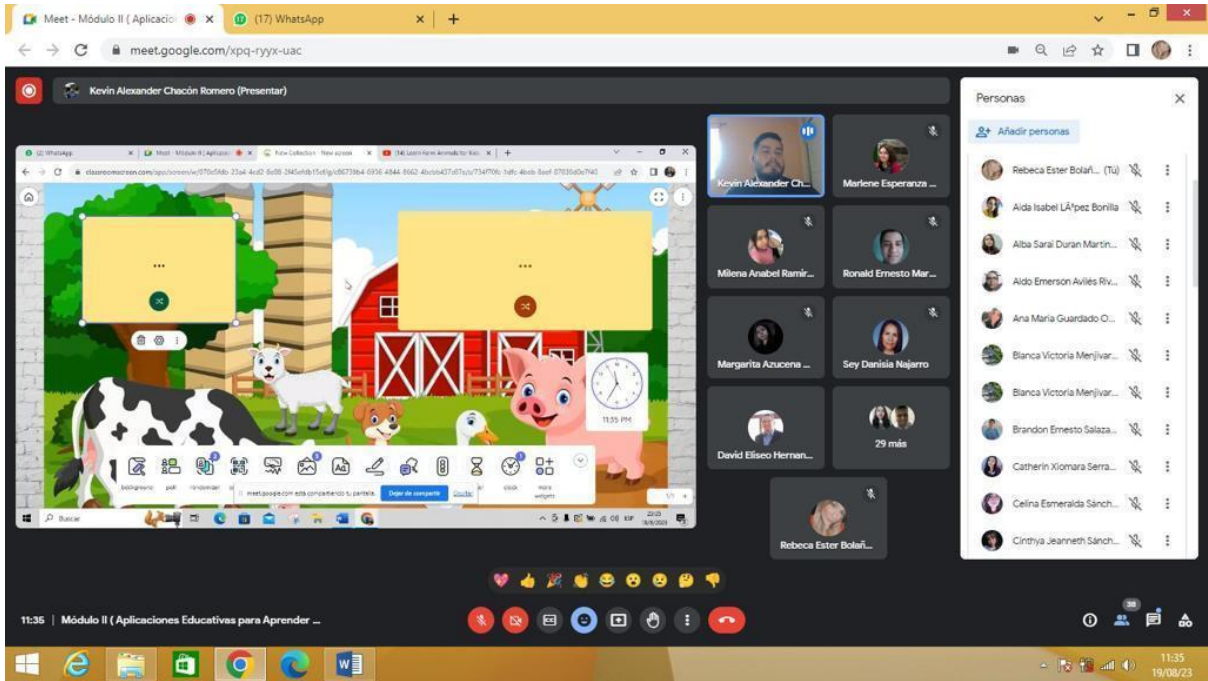
Kevin Alexander Chacón...

23:03 | Módulo II (Aplicaciones Educativas para Apre...









The screenshot shows a Google Meet interface. At the top, the browser tabs include 'Meet - Module III D...', 'The Retired Adventurer Li...', 'Traductor de Google', 'YouTube', 'Manganato - Read Mang...', and 'WhatsApp'. The address bar shows the meeting URL: `meet.google.com/tr-uxhg-bga?authuser=1`.

The main content area displays a presentation slide titled "What is methodology?". The slide text reads: "When we consider **methodology** and **what we teach**, we are talking about **methodology**. Every teacher has techniques and strategies to develop their subjects for a given group of students. And many are still looking for ways to improve those strategies, to make them more effective." A large blue question mark is on the right side of the slide.

On the right side of the screen, there is a grid of participant avatars. The participants listed are: Sey Danisia Najarro (Presentar), Ronald Ernesto M..., Manuel De Jesus..., Marlene Esperanz..., Milena Anabel Ra..., Blanca Victoria M..., Yessica Liseth Ri..., 26 más, and Aldo Emerson Avi... At the bottom of the grid, there are icons for mute, video off, chat, and a red phone icon.

At the bottom of the screen, the system tray shows the time as 11:50 and the date as 16/9/2022. The taskbar includes the Windows search bar and icons for Edge, Chrome, and other applications.

The screenshot shows a WhatsApp chat interface. The header indicates the contact is 'Universidad de El Salvador' and the chat is titled 'Campus Virtual'. The chat content includes:

- A message: "It is a pleasure to be here with all of you. I decided to take this course because I would like to learn about the employment of online tools for educational purposes. I think it is essential for teachers to know how to take advantage of virtual environments to facilitate the teaching-learning process." Below the message are links for "Enlace permanente" and "Mostrar mensaje anterior".
- A reply from Elisa Del Carmen Orellana Vigil: "Re: Let's start de Elisa Del Carmen Orellana Vigil - Saturday, 15 de April de 2023, 08:40". The message says: "Hello everyone! My name is Elisa, I'm happy to b here and start the last step of this journey. I live in san salvador and I'm a proud mommy of a little 3 years old princess. I hope from this course to learn a lot about new things, teaching techniques and online tools for educational purposes. Nice to meet all of you." Below the message are links for "Enlace permanente" and "Mostrar mensaje anterior".
- A reply from Aldo Emerson Avilés Rivas: "Re: Let's start de Aldo Emerson Avilés Rivas - Saturday, 15 de April de 2023, 08:41". The message says: "Hello my name is Aldo, is really nice to meet you all, I really feel thankful for this chance of learning. I choose this course because I want to learn more about virtual environments". Below the message are links for "Enlace permanente" and "Mostrar mensaje anterior".


At the bottom of the chat, there are two input fields, each with the placeholder text "Introduce myself".

Universidad de El Salvador Campus Virtual

## Introduce myself

Mostrar respuestas anidadas

Let's start


 **Introduce myself**  
de Kevin Alexander Chacón Romero - Friday, 21 de April de 2023, 17:08

Hi everyone!

Hello my name is Kevin Alexander Chacón Romero, I am 27 years old, I live in Apopa, I consider myself as a sociable and friendly person, I decided to choose this career, since I like to teach, because I am in a youth group at the church and there I learned to teach children and young people, that is why the teaching career caught my attention. On the other hand, my expectations for this course is to learn as much as I can, with the purpose to grow as a person and professionally but the most important to be able to put everything, that I have learned into practice.


[Enlace permanente](#) [Responder](#)

Universidad de El Salvador Campus Virtual

 **Re: Question**  
de Ingrid Soraya Carpio Beltrán - Monday, 24 de April de 2023, 20:29

In my opinion, online teaching and face-to-face teaching modalities can reach the same learning outcomes. As we know, effective learning depends on the suitable use of learning theories according to the needs of the learners. For example, cognitivism theory allows the facilitators to understand how learners acquire knowledge and process the information; therefore, they can use appropriate activities and tools to provide meaningful learning regardless of modality.


[Enlace permanente](#) [Mostrar mensaje anterior](#)

 **Re: Question**  
de Kevin Alexander Chacón Romero - Wednesday, 26 de April de 2023, 21:45

Hello Ingrid!

I really like your point of view in which you touch on important points both with online and face-to-face classes where the teacher can manage the knowledge of the students in face-to-face classes and can also use different tools which help the student a lot in learning online.

[Enlace permanente](#) [Mostrar mensaje anterior](#)


 **Question**  
de Sey Danisla Najarro - Friday, 21 de April de 2023, 18:23

*Do you think that the same learning is generated in an online teaching modality as in a face-to-face teaching modality?*

*You must justify your answer. It is important to include the learning theory(s) you base your answer on.*


[Enlace permanente](#)

---

 **Re: Question**  
de Aldo Emerson Avilés Rivas - Monday, 24 de April de 2023, 10:32

No, in my personal opinion learning in an online teaching modality class is a different experience than face-to-face, and learners can experiment in different ways. According to constructivism, learning is messy and complex, and learners create knowledge as they attempt to understand their experiences. Online teaching brings a repertory of study materials, documents, activities, and other students' experiences, increasing opportunities for life-long learning.


[Enlace permanente](#)   [Mostrar mensaje anterior](#)

 **Re: Question**  
de Kevin Alexander Chacón Romero - Monday, 24 de April de 2023, 20:47

In my opinion, I consider that the virtual teaching modality is not the same as face-to-face since many factors influence the student's learning time, factors that occur in online modality where the student quickly tends to be more easily distracted and not take advantage of the study that the teacher is providing at that time. That is why I consider that the synchronous way of teaching is more effective for the student and a better management of the classroom and interaction with the student in a more dynamic and creative way.







[Enlace permanente](#)   [Mostrar mensaje anterior](#)

---

 **Re: Question**  
de Aldo Emerson Avilés Rivas - Wednesday, 26 de April de 2023, 23:06

Hello Kevin,  
Thank you for sharing your ideas, I agree that there are so many factors that influence in the virtual teaching modalities that result hard to handle, keep the attention gap is a really hard task, especially in a young learners class, I also share your idea that synchronous teaching is more effective due to the kind of activities available for the students learning process.


[Enlace permanente](#)   [Mostrar mensaje anterior](#)

 Universidad de El Salvador Campus Virtual     

Cognitivism theory stated learning is based on how a content is acquired, systematized, gathered and recovered and having a real perception of learners' behavior acts as an indicator of what happens in their mind. Then, online and face-to-face teaching modality generate a different implications on students, for instance the absence of physical interaction between teachers-students, distractions, and surroundings could interfere or modify how information is processed in students' brain. Therefore, both modalities don't develop the same learning process.

[Enlace permanente](#)   [Mostrar mensaje anterior](#)


---

 **Re: Question**  
de Rebeca Ester Bolaños Calderón - Monday, 24 de April de 2023, 22:59

No, in my opinion it is different because in a face to face teaching modality it is easier for students to share ideas, points of view, share experiences with others and in that way they can obtain more knowledge in order to construct more complex information. As the theory of constructivism that occurs when the subject interacts with the object of knowledge. On the contrary with the online teaching modality it is difficult for students to interact with others in a better way.

[Enlace permanente](#)   [Mostrar mensaje anterior](#)


---

 **Re: Question**  
de David Eliseo Hernandez Argueta - Monday, 24 de April de 2023, 23:59


### What is Nearpod?

Nearpod is a hybrid learning must-have tool as it intuitively combines multimedia learning with digital assessments for use in class and beyond. Nearpod is a website and app-based digital tool that lets teachers create slide-based learning resources that are interactive for students to engage with and learn from.

It can also use gamification of information to make learning more engaging and fun. It is also built to work well with lots of pre-existing tools, such as Google Slides, Microsoft PowerPoint, and YouTube. Teachers can easily import media to make a lesson quickly and simply using already existing resources.



Aldo Emerson Avilés

	UNIVERSITY OF EL SALVADOR	grade:
	TECHNOLOGICAL TOOLS EXAM	
Subject:	<b>COHORTE II</b>	
Teacher:	<b>Aldo Aviles, Aida López, Manuel de Jesus, Ingrid Carpio and Catherin.</b>	
Students name:	<input type="text"/>	
Objective:	Measure the learning that the students have learned during the course	
Indicaciones generales	Read carefully each direction and solve it as each part says.	

### I PART: MULTIPLE CHOICE

Read the sentence and choose the correct answer

1. Technological tool for video quizzes.
  - a. Kahoot
  - b. Google forms
  - c. Class Dojo
  
2. Technological tool for Communication and Collaboration.
  - a. FlipGrid
  - b. EdPuzzle
  - c. Buncee
  
3. Features of Kinemaster
  - a. Doble screen
  - b. Change color of screen
  - c. Transition effects
  
4. Technological Tool for Gamification
  - a. Kahoot
  - b. Playposit
  - c. Padlet

⚠ ¡importante! Asegúrese de que Flip está permitido en la configuración de Google. ¡Podemos ayudarle!

**Flip**

Cámara  
Mis videos

Grupo

English 01  
Avilés\_Rivas  
Practice Cohorte 3

## Do you miss studying on face to face modality?

Aldo Emerson A 7 20 0 0.5 horas de discusión

Hello guys, please record a short video answer to this question.

**Grabar**

7 respuestas

Buscar respuestas

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Cámara  
Mis videos

Grupo

General Knowledge.  
English 01  
Practice Cohorte 3

## General knowledge

Kevin Alexander C 1 3 0 0.7 horas de discusión

**Grabar**

1 respuesta

Buscar respuestas



Código de unión: 1118394f

# Avilés\_Rivas

Aldo Emerson A 1.5 horas de discusión

Compartir

1 tema 2 alumnos

Search

(2) alumnos

**Aldo Emerson A**  
Aldo Emerson Avilés Rivas • ar17011@ues.edu.sv • Formador

**Sey Danisia N**  
Sey Danisia Najarro • sey.najarro@ues.edu.sv • Alumno

Videos de avance automático

Grabar

**Aldo Emerson A**  
Hace 3mes 9 visitas 0 "me gusta"

Video tutorial of how to use Liveworksheets

0 comentarios

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Agregar un comentario...

Publico

ENVIAR

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Acceso alumnos AldoRiva

¿Te gustaria compartir tu ficha? ¡Juntos somos mejores profesores!

**Sí, quiero compartir mi ficha con otros profesores**

**No, mantener para uso privado.**

Por favor, introduce un titulo para tu ficha

Guardar

8:03 | 9:44

Vista previa

Asignar Editar Compartir vista previa Público

The e-Learning Advantage  
Aldo Emerson Avilés Rivas



PREGUNTA DE OPCIÓN MÚLTIPLE

E-learning help students to learn only in a limited way, they do not have access to materials.

True

false

Volver a ver

Omitir

Enviar



**Classroom screen**  
Brandon Ernesto Salazar Avelar Ingrid Soraya Carpio Beltran Fernando Enrique Alfaro Pérez Ronald Ernesto Martínez Quezada Sofia Lorena Vargas Gonzales Aldo Emerson Avilés Rivas

**Aldo Emerson A...** 3me

As an educational tool, Classroomscreen offers a range of interactive features and customizable widgets that help educators create a dynamic and engaging classroom environment.

**Sofia Lorena Var...** 3me

**CLASSROOM SCREEN**

Classroomscreen is free and easy to use. It has different backgrounds with colorful designs. Classroomscreen is a digital display board that can be used in the analog or virtual classroom to support classroom management, information gathering, and student reflection.

**Aldo Emerson A...** 3me

What is classroom screen?

**Aldo Emerson A...** 3me

What do you like about classroom screen?

**Fernando Enriqu...** 3me

**Fernando**

What I like the most is that Classroomscreen can be used as a digital whiteboard. You can use the drawing widget, upload pictures, use a timer, calendar or the text widget to capture or share information. Classroomscreen has a polling feature that allows you to open a poll screen, type in a question, and receive yes/no replies or multiple emoji responses.

**Anónimo** 3me

**Ronald**

I think that classroom screen is an interactive tool that we use in a virtual class in which we can use the background to measure the knowledge that your students have.

**Anónimo** 3me

**Ingrid Beltrán**

For me, it is a very useful tool because it has a variety of widgets that can help to create an interactive environment where every learner can

**Fernando Enriqu...** 3me

**Fernando Enriqu...**

Classroomscreen is a platform that offers

**Aldo Emerson A...** 3me

**CLASSROOM SCREEN**

Classroom screen is an innovative and user-friendly online platform designed for teachers worldwide to enhance their teaching experience.

**Brandon Ernesto...** 3me

**CLASSROOM SCREEN**

Classroom screen is an innovative and user-friendly online platform designed for teachers worldwide to enhance their teaching experience.

← → ↻ flipgrid.com/groups/14787998/topics

**Flip**

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Mis videos

Grupo

- Bolaños Calderón
- Tell me about yourself
- Practice Cohorte 3

Agregue alumnos al grupo compartiendo el vínculo [invite](#).

Código de unión: 563e76a0

# Bolaños Calderón

Rebeca Ester B 1 2.2 horas de discusión

Compartir

4 temas 1 estudiante

17 jul  
Using Liveworksheets.

← → ↻ padlet.com/mmm16109/classroom-screen-tool-f2bpn0yvdafu3mma

:Padlet

Dolores Beatriz Maldonado Mancia + 5 + 3me

## CLASSROOM SCREEN TOOL

Describing main features of this tool

José Arnulfo Martínez M... 3me

### IMAGE

It can be used to motivate students through the use of flashcards. For example, the students can guess the events of a story. Also, it can be used to teach vocabulary in an interactive way.

2 0

Añadir comentario

Rebeca Ester Bolaños Ca... 3me

### BACKGROUND

This is a tool where we can choose the best background for us according to our topic.

There are a lot of backgrounds for example: images, pictures, color and more so we must select the best for us.

2 0

Añadir comentario

Gabriela María Trejo Gon... 3me

### Group Maker

This is one of the many features of ClassroomScreen that facilitates teachers to create groups randomly, modify the group size and even shuffle the list.

This feature it's very useful when teachers want to foster group work to promote collaboration, communication, and critical thinking among students. To form the groups teachers have to have ready their students' names list.

2 0

Añadir comentario

Dolores Beatriz Maldona

### TIMER

It counts down any period established time. You can use it for your convenience.

**USAGE:**

It can be used for timed activities like speaking for one minute about a random topic, word racing, taboo words, name five things..., or guessing games.

Adding a visual timer for students can add more excitement to the activity.

2 0

Añadir comentario

Rebeca Ester Bolaños Calderón bc16027

- Panel principal
- Ajustes de usuario
- Drive
- Ayuda y comentarios

Cerrar sesión