

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



TITLE:

***“MAIN CHANGES IN ENGLISH STUDENTS AND TEACHERS ROLES WITHIN
VIRTUAL EDUCATION”***

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INFORME FINAL DE CURSO DE ESPECIALIZACIÓN:

**ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA
Y APRENDIZAJE DE IDIOMAS EXTRANJEROS**

**IN ORDER TO OBTAIN THE
DEGREE OF:**

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AND
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH
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ABSTRACT

Certainly, virtual education also referred to as online, remote, and distance education is an old teaching modality around the globe. It originated back in the 1960s in The U.S. A correspondence-based course via postal service. Technology has come to change not only the way people work but also the way people learn. Nevertheless, nobody was completely prepared for the challenge that virtual education brought. Have teachers and students acquired or changed their roles, activities, or even their skills to face that education modality? Books and notebooks are now students and teachers' computers, tablets, etc. Furthermore, the classroom is now a digital platform where people from anywhere join. Therefore, another key question arises, how do these evolving roles impact on methodologies applied to virtual environments? These are the underlying questions that this research work aims to address. Hence, the students of this specialization course, went over several technological resources to design and develop virtual classes. Besides that, students developed teaching content through virtual platforms so as to adequate methodologies to their current needs of virtual learners. All in all, the new skills and knowledge acquired during this lesson by the students of the specialty course was also attached to this work.

Key words: Virtual education, remote education, teacher roles, methodology, virtual environment, technological resources, teaching modality, virtual learners.

INTRODUCTION

“After the pandemic affected 70% of the student population globally” several changes have happened in regard to education (Bouchrika, 2020) Ever since education became so “hand-held”, more and more people opt for any sort of remote modality as it appears to be more convenient for most of them.

Additionally, virtual education is commonly defined as an environment where students and teachers get teaching and learning experiences in a digital-based curriculum that is taught online. Specifically, this occupation develops in either asynchronous or synchronous environments. For instance, some educational institutions in El Salvador have even created or shifted some of the educational plans to hybrid or completely remote learning.

Considering a drastic and quick change like switching learning modality as never before, an inquiry is brought out... Do virtual teachers have the same role as in-person ones? Have they adapted their working style to the new educational modalities being implemented? In order to provide insight into this concern, the main changes in students' and teachers' roles in virtual education were addressed during this work.

Moreover, this paper contains the most remarkable information learned during the specialty course. Its modules focused on virtual environments due to the need to develop skills that the new roles of virtual education require. As a result, students learned to create and develop more engaging and meaningful virtual classes.

I. RESEARCH TOPIC

Main changes in English students and teachers' roles within virtual education

II. OBJECTIVES

2.1 General objective:

- To identify the main changes in students' and teachers' roles in virtual education.

2.2 Specific objectives:

- To determine the main changes concerning teachers' responsibilities in terms of online education.
- Describe the transformation of students' roles in regard to their virtual learning.

III. THEORETICAL FRAMEWORK

3.1 HISTORICAL FRAMEWORK

3.1.1 ORIGINS OF EDUCATION

Among the utmost priorities of humankind, it is education. Nonetheless, access to it has not been within everyone's reach. Historically, education has consisted of getting knowledge from a teacher in a learning center. Meaning that traditional education has been the most frequently used teaching method over the last centuries. Recently, the technological revolution has changed the way students are taught. (Pregowska & Masztalerz, s.f.).

3.1.2 TRADITIONAL EDUCATION

Also called conventional education. The main motive of traditional education is to pass on ethics, manners skills, and social practice to the students which is necessary for their survival. Moreover, learning a language, and acquiring the values and behavior of the people. Before the formulation of reading and writing, people lived in a surrounding in which they spread to survive against natural forces, animals, and other humans. (Lade & Harshali, 2021).

3.2 THEORETICAL FRAMEWORK

According to the website *Encyclopaedia Britannica*, virtual education, "distance learning, also called distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and

students during instruction and the use of various technologies to facilitate student-teacher and student-student communication.” (Simonson, 2019).

Since the latest 2019 until now, virtual education has gained more and more popularity among students and teachers. This is a result of many factors like social, economic, and geographical. Even though online education seeks the same goals as in-person education, there are some major changes and challenges in regard to the roles played by students and teachers in a virtual environment class.

3.1.3 ROLE OF THE TEACHER IN A CLASSROOM

“Teachers play an essential role in education, most especially in the lives of the students they teach in the classroom. What defines a teacher is his/her ability to teach students and have a positive influence on them.” (Exceed College, 2019).

“Generally, the role of a teacher in education goes beyond teaching. In today’s world, teaching has different faces, and a teacher has to carry out the part of being an external parent, counselor, mentor, role model, and so on.” (Exceed College, 2019).

There are six roles that every teacher performs when he/she is in charge of a group of students:

1. Authoritative/ Controller

The authoritative role that a teacher plays can be in two ways, high authority, high involvement, and high authority low involvement. If a teacher is authoritative and controlling, it does not mean that there’s no scope for growth for students.

These teachers would have their ways and norms but if they are highly involved, they would work for the betterment of the students, encourage hard work, and be open to questions and queries.

Students usually see authoritative teachers as caring and reasonable. As mentioned, in an authoritative classroom, the students have the freedom to ask questions and clear their doubts. However, on the other hand, if a teacher is authoritative and has low involvement in the classroom, well, let's just say that that is an example of how a classroom shouldn't be. (Vallikat, 2020).

2. Delegator

A delegator, as the name suggests, is someone who delegates responsibilities and just overviews the overall functioning of the classroom. They are neither highly involved nor show less involvement. They give the students ownership and are mostly seen when learning occurs through group activities and classroom discussions. This is best suited for subjects that require group activities. Chemistry, physics, and the sort of subjects that require lab activities, the teacher often assumes the role of a delegator. (Vallikat, 2020).

3. Prompter

When the teacher assumes the role of a prompter, they are giving complete ownership to the students. Teachers give the students a push when they are stuck or have confusion and doubts. In this role, the teachers prompt what the students should be doing and kind of take them through the process. They act as a guide or a coach in the whole learning process. (Vallikat, 2020).

4. Participant

In case there's an activity taking place in the class. Say a debate or a group discussion, when the teacher takes part in it, they are assuming the role of a participant. While this increases the interest in students and encourages them to participate more, there's a chance of you outperforming them so, keep in mind to blend in with the students and give them the necessary nudge when required. (Vallikat, 2020).

5. Demonstrator

As discussed, teaching is a combination between preparation and theater. When a teacher demonstrates the concepts and ideas, the learning is more effective. A demonstrator is one who crosses boundaries and goes to the limit to ensure that the students have a meaningful experience. It is one of the basic functions of a teacher to explain and demonstrate the concepts. (Vallikat, 2020).

6. Resource

The role of a teacher is like that of a library. The teacher is just an assessor, they are always there, and the students can turn to the teacher for help anytime but most of the work is done by the students. In this role, the teacher asks the students to take classes, seminars, etc. and when they are stuck, the teacher helps them with the subject knowledge that he/she has. As the name suggests, they act as a resource for the students. (Vallikat, 2020).

3.1.4 ROLE OF THE STUDENT IN A CLASSROOM

While teachers are ultimately responsible for classroom management, students can also play an important role. Students directly inform the structure and learning atmosphere as members of the classroom community.

Together, students and teachers can create a culture of learning, accountability, and inclusivity. An effective learning environment flourishes with strong teacher instruction and clear roles and responsibilities for students. (Powerschool, 2023).

1. Contribute to class culture and accountability

Each class should agree on classroom norms. When students provide input on classroom rules, they are more likely to hold each other accountable. For a teacher, that could mean fewer teacher-to-student directives and more peer-to-peer course correction. (Powerschool, 2023).

2. Be inquisitive

Establish that students are welcome and expected to ask questions that nurture their curiosity. Teachers can validate this and allow student input to influence experiential lessons throughout the class. Asking questions benefits everyone. (Powerschool, 2023).

3. Be active participants

It's important for students to come to school prepared to participate. Full engagement maximizes the learning opportunity and sets the tone for the classroom. This participation includes asking and answering questions, completing in-class assignments, and consistently aligning behavior to classroom norms. (Powerschool,

2023).

4. Take personal accountability

Engaged students acknowledge that they are a part of a learning community. Each learner is responsible for taking ownership of their actions in a way that values building safe and positive classrooms. Student accountability encourages student learning and helps improve academic performance and achievements.

Teachers can create these opportunities. Naming student roles and responsibilities can begin when students first arrive in the learning environment. It's helpful if teachers are open to students having more ideas about roles and responsibilities they would like to own. Inviting students to be strategic partners in their learning affirms their roles in the classroom and builds confidence and character in themselves. (Powerschool,2023).

3.1.5 CHANGES IN THE TEACHER'S ROLE IN A VIRTUAL CLASSROOM

The role of a teacher in a virtual classroom has evolved significantly due to the adoption of online education. Here are several key changes in their role: (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Facilitator of Learning:*

- ◆ **Guidance:** Teachers facilitate learning by providing guidance and instructions to students, ensuring they understand the course materials and objectives.
- ◆ **Support:** They offer support and encouragement to students, fostering a positive and engaging learning environment. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Content Curator:*

- ◆ **Selecting Resources:** Teacher's curate or create digital learning materials, including videos, articles, interactive simulations, and quizzes, to enhance the online learning experience.
- ◆ **Adapting Content:** They adapt traditional teaching materials to suit online formats, ensuring content is engaging and effective in a digital environment. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Technology Integrator:*

- ◆ **Platform Proficiency:** Teachers are proficient in using various online platforms and tools for virtual classrooms, learning management systems (LMS), video conferencing, and collaboration software.
- ◆ **Incorporating Technology:** They integrate technology creatively, using

multimedia, interactive exercises, and virtual labs to enhance the learning process. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Personalized Learning:*

- ◆ Individual Attention: Virtual classrooms allow for more personalized attention. Teachers can identify individual student needs and provide targeted feedback and support.
- ◆ Adaptive Learning: Some virtual education platforms use AI to create adaptive learning paths, tailoring the content to individual student progress and performance. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Communication:*

- ◆ Clear Communication: Teachers communicate course expectations, schedules, and assignments clearly. They are available for virtual office hours and respond promptly to student queries.
- ◆ Encouraging Participation: They encourage and facilitate online discussions, ensuring all students have an opportunity to participate and share their thoughts. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Assessment and Feedback:*

- ◆ Varied Assessments: Teachers design diverse assessments, including quizzes, essays, projects, and peer evaluations, to gauge student understanding and skills.
- ◆ Timely Feedback: They provide timely and constructive feedback to students, helping them understand their strengths and areas for

improvement. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Cultivating a Supportive Environment:*

- ◆ Building Community: Teachers foster a sense of community among online learners, encouraging collaboration and peer-to-peer interaction.
- ◆ Motivation: They motivate and inspire students, creating enthusiasm for learning and helping them stay engaged throughout the course. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

→ *Professional Development:*

- ◆ Continuous Learning: Teachers engage in continuous professional development to stay updated with the latest online teaching methodologies and technologies.
- ◆ Peer Collaboration: They collaborate with colleagues, sharing best practices and strategies for effective online teaching. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

In essence, the role of a teacher in a virtual classroom goes beyond traditional lecturing; it involves a combination of pedagogical expertise, technological proficiency, and a deep understanding of individual student needs to create a dynamic and effective online learning experience. (Role of the Teachers in Online Classroom | QS GEN, n.d.).

3.3 DEFINITION OF KEY TERMS

- 1. *Virtual education:*** Virtual learning refers to an environment where students study a digital-based curriculum taught by instructors that lecture online via video or audio. This instruction can take place either in a self-paced (asynchronous) environment or in a real-time (synchronous) environment. (Coursera, s.f.).
- 2. *Counselor:*** a person whose job is to provide advice, help, or encouragement. (Cambíidge Dictionaíy, 2022)
- 3. *Ownership:*** the fact of taking responsibility for an idea or problem. (Cambíidge Dictionaíy, 2019).
- 4. *Role:*** the duty or use that someone or something usually has or is expected to have. (Cambíidge Dictionaíy, 2019).
- 5. *Meaningful learning:*** The concept and theory of meaningful learning is that learned information is completely understood and can now be used to make connections with other previously known knowledge aiding in further understanding. (Wikipedia, 2020).

IV. DESCRIPTION OF ACTIVITIES

4.1 Module I: Online Foreign Languages Teaching

Module I, from the specialization, allowed the students to learn about the different theories of learning and methodologies for Synchronous and Asynchronous learning in an online class. Moreover, the instructor shared with the students some tools that are useful for virtual environments. To put into practice what was studied during each class, the instructor assigned 4 evaluated activities.

The activities performed during this module are described as follows:

First activity: Discussion Forum

During the first and second weeks of the module, students had the opportunity to participate in a discussion forum. The objective of this activity was to establish a discussion with peers, considering the learning theories and their application to online foreign languages that were studied in class. Students must provide their opinions about the questions shared by the instructor and also, they must reply to a peer's answer. question is shared below:

- Do you think that the same learning is generated in an online teaching modality as in a face-to-face teaching modality? (Appendix A. Module I, Activity 1)

Second Activity: Infographic

During the third and fourth weeks, students were learning about LMS (stand for Learning Management Systems). The instructor assigned to the students the second evaluated activity. The activity consisted of creating an infographic using the website Canva, students had to search for information about 5 platforms, and 3 of them had to

be LMSs. The objective of this activity was to analyze and establish the features of a Learning Management system (LMS). Once students complete the infographic Students must upload their infographic on campus.ues.edu.sv in PDF or JPG format. (Appendix B. Module I, Activity 2)

Third Activity: Virtual class in Google Classroom

During the fifth and sixth weeks, the instructor explained the use of Classroom and its features. To put into practice what was studied, the third evaluation was assigned. Students worked in groups to create a course in Google Classroom. It had to be about any English subject. The class had to include four resources and four basic activities available in Classroom studied in the class. Once the activities were added the group had to add 2 participants in Classroom. Students presented the class to their peers in a live class. Each member of the group had 4 minutes to deliver the class using Google Meet, Classroom, and its features. (Appendix C. Module I, Activity 3)

Fourth Activity: An Online Class Through Google Meet

During the seventh and eighth weeks, the instructor was teaching about the use of platforms for video conferences (Zoom, Meet, Teams) and their features. To put into practice what has been learned, Students had to work in groups, and plan a short class, create an online class planning. In order to keep students focused each group had to use tools and resources from the web. The class was performed via Google Meet. Each team member had to present their corresponding part of the class. (Appendix D. Module I, Activity 4)

4.2 Module 2: Educational Applications for Learning a Foreign Language

During the second module were presented the use of technological tools for teaching a foreign language in a virtual modality. During this module, the instructor assigned different activities in order to reinforce the use of applications for teaching and learning a foreign language and cooperative work. In order to practice what was studied four evaluated activities were assigned.

The activities performed during this module are described as follows:

First Activity: Infographics

During the first and second weeks, the instructor shared with the students different technological tools used to engage students in a virtual class. The team watched some videos and had practice in the class. After that the first evaluation was assigned. Each student had to research four technological tools and analyze and evaluate the objectives for inclusion in the virtual class to engage the students in order for them to get an excellent learning experience. Once the students completed the infographic, they had to create a PDF file and add the link associated with the infographic. Then, students must upload it on Campus. (Appendix E. Module II, Activity 1)

Second Activity: Video Tutorial in Flipgrid

During the third and fourth weeks of module 2, students continued learning about new tools that allow them to work collaboratively and individually which could help them to make the class more dynamic and interesting for students. For the second evaluation, the instructor assigned to students the creation of a video using Flipgrid, the topic assigned was: Using Liveworksheets. The students recorded a ten-minute video explaining the use of Liveworksheets as educators by creating a short exam. After

that, a student posted the link on campus. (Appendix G. Module II, Activity 2).

Third activity: Video in Powtoon

In the time of the fifth and sixth weeks, students were able to learn more about different free web tools that help them organize their classes. In the third activity, they had the opportunity to record a video in Powtoon to show the advantages of using technological tools in a virtual classroom. This activity allowed the students to have practice with the different tools as PowerPoint studied during the previous classes, and reinforced their knowledge about tools such as Edpuzzle, Liveworksheets, classroomscreen, Padlet... each student shared the video on campus. (Appendix H. Module II, Activity 3).

Fourth activity: Online class Using Technological tools.

During the seventh and eighth weeks, students learned about more tools that contribute to having an interactive classroom and meaningful learning. During the fourth activity, students had to plan a short class to be presented in Google Meet. students have to select one of the following tools to deliver the class: Edpuzzle, Nearpod, Padlet, Kahoot, Classroomscreen. Each student must add 3 or 4 activities to their class and share the lesson plan at the beginning of the presentation. Lesson plans and screenshots of the virtual class delivered must be uploaded to campus to be scored. (Appendix I. Module II, Activity 4).

4.3 Module 3. Design of Didactic Materials for Virtual Environments

Module III allowed the students to learn more about how to use tools for designing didactic materials for virtual environments. The instructor assigned an integrative task for this module, it was the creation of a Google site that was linked to Classroom. For this activity, students worked into groups and each group was responsible for selecting a general topic that had to be divided into sub-topics. Each member of the group had to develop one subtopic. During the development of this module, the instructor assigned different activities that contributed to the completion of the Google Site. Each student was able to design content for their students and add it to their Google Site throughout the module.

First Activity: Create a Podcast

During the first and second weeks, some videos were shared with the class, and students learned how to create a podcast using Audacity. The instructor asked the students to use a Word document to write a script for an educational audio relating to the topic and subtopic selected for the integrative activity. Then students had to record the audio and edit it using Audacity, the content of the audio should be intended to be shared with their students. After that, students hosted audio in Soundcloud. Students shared it on campus. (Appendix J. Module III, Activity 1)

Second Activity: Create an Interactive Image

During the third week of the final module students learned to create interactive images using Genially, instructors shared some videos to reinforce the usage of this tool and assigned activities during the class. Also, she assigned an evaluated activity that

allowed students to create an interactive image related to the sub-topic selected in the previous class. Students had to use at least 4 different features from Genially; Audio, interactive elements, texts and more. Also, bibliographic references must be included. The link had to be shared on campus. (Appendix K. Module III, Activity 2).

Third Activity: Openshot Video Production

During the last weeks, students learned more about web tools that allow them to design didactic material for a virtual environment. The instructor asked the students to record a video using Openshot; the content of the video had to be related to the subtopic selected previously for the integrative task.

Fourth Activity: Integrated Task

During the last weeks, students were working on the integrative task of creating the Google Site. Each group had to defend their Google Site linked to Google Classroom. The instructor shared the directions with the students in order for each participant to develop their sub-topics selected at the beginning of the module.

V. ACHIEVEMENTS

At the end of the specialization, the objectives of each module were covered successfully. All team members enrolled in the different modules were able to learn both theoretical and practical about the fundamentals of online education, applying learning theories, and creating virtual classrooms using LMS systems, using technological tools for teaching-learning a language and its functions. A summary of main achievements is described below:

- Participants learned how to develop and create cooperative learning by identifying multimedia resources according to the teaching-learning process, at the same time participants got familiar with creating a virtual classroom using a learning management system available on the web.
- Participants are able to define terms and principles associated with technological tools, as a result, students are capable of planning and developing virtual class activities in a proper way.
- Students learned to design didactic digital material, using different technological tools, for learning and teaching languages. The team learned how to create podcasts, interactive images, videos, edit videos, etc.
- Every student-teacher is able to create and use an Integrate tool to present content in a Virtual Learning Environment. Students created a Google site linked with a Classroom where they were able to add the didactic material created during the last module of the specialization.

VI. CONCLUSIONS

This study aimed to identify the main changes in students' and teachers' roles in virtual education. As a matter of fact, there were three main changes found. To start with, in virtual education, teachers become facilitators of learning. This means that they guide and support students by giving instructions, objectives and providing the appropriate learning environments for them. In virtual settings, students are more autonomous in their own learning; However, they get a lot of guidance from teachers on how to learn and practice.

Another important finding in this paper is that teachers become content curators. Indeed, with all the countless amounts of information available on the web and media, it is essential that teachers select the resources and adapt the content to meet the students' needs. In brief, new virtual teachers' roles are ensuring that students develop or acquire the targeted skills and knowledge in an effective and timely manner.

One last meaningful finding in this paper is that virtual teachers and learners certainly get to achieve higher professional development. In regard to teachers, they keep on getting continuous learning and development by being up to date with the latest technological resources and new teaching methodologies. When it comes to students, they not only get technological skills online, but they also learn to collaborate with their peers and even provide feedback to each other.

VII. RECOMMENDATIONS

Based on the techniques, resources and activities developed during these specialization course modules, the following recommendations for online educators are stated:

1. Online teachers should understand their students' needs, by recognizing the diversity in learning styles and preferences among students.
2. It's important to blend different learning styles and approaches to foster active learning. This means to include interactive activities for synchronous and asynchronous learning such as: group discussions, simulations, and problem-solving tasks.
3. Every online teacher should incorporate various teaching tools, such as LMS, multimedia and collaboration tools like google workspace, with the intention to cater to different learning preferences.
4. An online classroom environment should be balanced to create both social and personalized learning activities to help students understand their strengths and areas for improvement.
5. An online teacher should foster students' independence to promote reflective learning, so students can be aware of their own understanding and decide to be autonomous about what they want and need to improve.
6. Every online teacher must stay updated with the latest trends and research in online education to continuously enhance the learning experience for students.

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IX. APPENDIXES

9.1 Modules' screenshots

Appendix A. Module I, Activity 1

Discussion Forum

Question

Ordenar desde el más antiguo ↕

Se ha alcanzado la fecha límite para publicar en este foro, por lo que ya no puede publicar en él.



Question

de Sey Danisio Najarro - Friday, 21 de April de 2023, 18:26

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.

Appendix B. Module I, Activity 2:

PLATFORMS

1.0 Learning Management Systems

- 1 MOODLE**
Features:
1. Fully customizable for your online learning needs.
2. Accessible for all.
3. Easily learn and manage everything in one place.
4. Tools to build and secure online spaces.
- 2 EDMODO**
Features:
Discussion and collaboration
quizzes
pdfs
file sharing
assignment
- 3 SAKAI**
Features:
1. Communication and Collaboration
2. Grading and Assessment
3. Course development and Delivery
4. Personal System Administration
5. Community contributed Tool

1.2 Platforms that are not part of LMSs:

- 4 Google Classroom**
Features:
1. Easy to use for creating lessons of any length
2. Share and manage the web, documents and presentations
3. Self-assessment tool for the students
4. Easy to use for creating lessons, pdf, video, Youtube videos, etc.
- 5 ZOOM**
Features:
1. Creating and Scheduling Meetings
2. Joining as a Knowledge
3. Hosting Meetings
4. Participant Engagement Features
5. Live Learning Meetings

Universidad de El Salvador

Curso Participantes Calificaciones Competencias Más -

Second Evaluated Activity

You Test 1 Options

You Test 2 Options

You Test 3 Options

You Test 4 Options

Apertura: Tuesday, 9 de May de 2023, 00:00 ... Cierre: Saturday, 13 de May de 2023, 23:59

Second evaluated activity (Infographics)

Hello there!

This is the space where you must upload the file that corresponds to your infographics.

Appendix C. Module I, Activity 3:

Apertura: Tuesday, 16 de May de 2023, 00:00 **Cierre:** Friday, 19 de May de 2023, 23:59



Third Evaluated Activity

Hello there!

It's time to create your own class. You will do it in Google Classroom. You must join the working group that I have created and I have sent you an invitation to join the class to your institutional email address. Read the guidelines and if you have any doubts please, use the Forum to clarify them.

Due date to submit the file containing the screenshots: **Friday May 19, 2023**

Date to present your class: Saturday May 20 from 8:00 a.m. to 12:00 m.

Regards,

Appendix D. Module I, Activity:

Apertura: Wednesday, 31 de May de 2023, 00:00 **Cierre:** Friday, 2 de June de 2023, 23:59



Online Class Through Google Meet

Hello everyone.

It's time to demonstrate how to use video conferencing platforms.

This time you will use Google Meet and other web-based tools to present your class.

Please, read the Guidelines and the Sample Plan. Remember to use the given planning format to

make your own. **Other formats will not be accepted.**

- **The presentations will take place on Saturday June 3rd, 2023.**
- **Due date to submit your planning: Friday June 2nd, 2023.**

Warm regards,

Appendix E. Module II, Activity 1

TECHNOLOGICAL TOOLS

SOCRATIVE
 Description: An online platform designed to enhance student-teacher digital communication. It uses the SOCRATIVE app on mobile devices or a web browser. It uses the SOCRATIVE app on mobile devices or a web browser. It uses the SOCRATIVE app on mobile devices or a web browser.
 Objective: Evaluate the work to be done.

SCRATCH
 Scratch provides a computational thinking environment for learning coding skills, creative teaching and learning, and expression and collaboration, and study in computing. Scratch is developed especially for ages 8 to 16, but is used by people of all ages.
 Objective: Allow students to put in practice Subjective and Addressive.

GOOGLE FORMS
 Google Forms is an online survey and form builder tool, part of the Google Workspace suite of tools.
 Objective: Evaluate students the grammar.

QUIZLET
 Quizlet is a web tool and mobile app that boosts students learning through research study tools like: multiple-choice, and flashcard features. You can either design your own study sets from scratch or choose from pre-made sets to customize and use in your teaching. Quizlet offers information on over 100 million flashcards, sets, and games, and you can also study the same information in a variety of forms.
 Objective: Allow students to put in practice the work study during the class (Class).

Apertura: Wednesday, 5 de July de 2023, 00:00 Cierre: Friday, 7 de July de 2023, 23:59



Infographics

Dear students,

I have created this space for you to submit your Infographic that corresponds to the first evaluation.

Each of you must upload your infographic in **PDF format** and it is also **mandatory** to upload the **corresponding link**.

Please, read the guidelines to successfully design your assignment.

Due date: Friday, July 7, 2023

Appendix F. Module II, Activity 2

1. Learning experiences

1. Create a Video Tutorial in Flipgrid
2. Demonstrate how to create interactive worksheets in Liveworksheets.

3. To create your video, follow these steps:

1. You must create a group in Flipgrid in order to create a topic within that group. The name of the group must be your two last names, example: Martinez_Rosales. The name of the topic will be: Using Liveworksheets.
2. You have to record a ten-minute video explaining the use of Liveworksheets as an educator and create a short exam. It has to contain 2 parts (watch the sample video).
4. Within Flipgrid there is an option **"to record your screen"**. With this option you should make your video so you can demonstrate how to use Liveworksheets while you are recording yourself.
5. Before you start recording your screen you should introduce yourself and say your full name. **Wear formal clothes when recording your video.**
6. Add some music to your video from the options given in Flipgrid.
7. When you finish your video, click on "post" and you will see that your video is already in your group.
8. Then, copy the link of your video and share it in campus.ues.edu.sv in the space created to upload the second evaluated activity.

Appendix H. Module II, Activity 3

Guidelines (individual work)

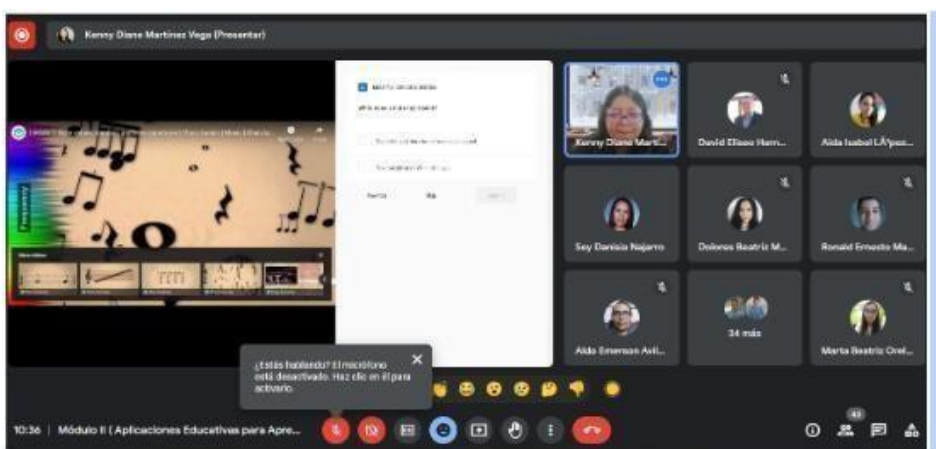
Learning experience

Elaborate a video in Powtoon to show the advantages of using technological tools in an online class.

To create your video, follow these steps:

1. You have to create a Power Point Presentation (7 or 8 slides) to be used in your video. Do not include anything in the first 2 slides. In next 5 slides you have to add the information you want to include about the advantages of using Technological Tools in an online class, and also you have to add the information of a Technological tool (main features) you recommend and why of its inclusion in an online class. Select the tool from these list: Edpuzzle, Liveworksheets, Classroomscreen, Padlet.
2. You have to sign up in Powtoon with your Google account. It has to be with your institutional account.
3. Access in Powtoon and select the option "create"

Appendix I. Module II, Activity 4



Appendix J. Module III, Activity 1

Recent



Marta Beatriz Rosa
Introduction Enhancing Writing Skills. Task 1 ,Marta Orellana
17 days ago
#Learning

Write a comment

Like Share Copy Link Edit More

More uploads means more listeners.

Upload more

Appendix K. Module III, Activity 2



Tips For enhancing Writing skills

Check your knowledge:

Drafting and Brainstorm are examples of

Writing steps
Food
Days

From the options above select the correct answer and click send

OBJECTIVES:

SEND

ENHANCING WRITING SKILL

Listen

genially

9.2 Modules' syllabi chronogram

Modulo I Cohorte 3 (2023-04-15 08:02 GMT-6)

The slide displays the following information:

- Title:** Specialization Course in the Administration of Virtual Environments for Foreign Languages Teaching and Learning
- Module:** Module I: Online Foreign Languages Teaching
- Date:** Saturday April 15
- Presenter:** MEVA. Sey Najarro

The slide also features a grid of small video thumbnails representing participants in the virtual session.

Modulo I Cohorte 3 (2023-04-15 08:02 GMT-6)

The 'Time Table' is structured as follows:

| (Online Meetings) Week | Synchronous session | Asynchronous session |
|--------------------------|--|---|
| 1 Saturday April 15th | <ul style="list-style-type: none"> Introduction (Program, Sessions time, Class Policies) Theories of learning in virtual learning | <ul style="list-style-type: none"> Video about Synchronous and Asynchronous concepts. Video about Theories of learning Forum to answer questions or clarify doubts |
| 2 Saturday April 22th | <ul style="list-style-type: none"> E-learning definition and application Virtual teaching and its application in teaching languages. | <ul style="list-style-type: none"> Discussion forum about theories of learning Forum to answer questions or clarify doubts |
| 3 Saturday April 29th | <ul style="list-style-type: none"> Learning Management Systems (most common ones) | <ul style="list-style-type: none"> Videos Website Forum to answer questions or clarify doubts |
| 4 Saturday May 6th | <ul style="list-style-type: none"> Learning Management Systems (most common ones) | <ul style="list-style-type: none"> Infographic Forum to answer questions or clarify doubts |
| 5 Saturday May 13th | <ul style="list-style-type: none"> Learning Management Systems - Google Classroom | <ul style="list-style-type: none"> Tutorial, multimedia Forum to answer questions or clarify doubts |
| 6 Saturday May 20th | <ul style="list-style-type: none"> Learning Management Systems - Google Classroom (live demonstration) | <ul style="list-style-type: none"> Create a Virtual Classroom Forum to answer questions or clarify doubts |
| 7 Saturday May 27th | <ul style="list-style-type: none"> Platforms for Videoconferences (Zoom, TEAMS, MEET) MEET | <ul style="list-style-type: none"> Videos, Multimedia, Tutorials, Web sites Forum to answer questions or clarify doubts |

The dialog box 'Invitar a profesores' contains the following information:

- Input field:** Escribe un nombre o correo
- Search results:**
 - David Eliseo Hernandez Argueta (ha01018@ues.edu.sv)
 - Margarita Azucena Hernández Lisco (H15006@ues.edu.sv)
 - jcaja.chalate@acacypac.coop (jcaja.chalate@acacypac.coop)
- Message:** Los profesores que añadas podrán hacer lo mismo que tú, salvo eliminar la clase.
- Buttons:** Cancelar, Invitar

CLASE 1 Part 1

File Edit View Insert Format Slide Arrange Tools Extensions Help

Background Layout Theme Transition

1 Agenda

2 Agenda

3 Ice breaker

4

Agenda

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

Module II

Educational Applications for Learning a Foreign Language

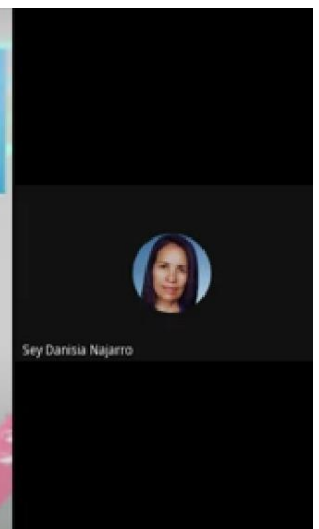
By Sey Najarro June 24, 2023

Click to add speaker notes



- Ice breaker
- Gamification
- Technological tools for educational purposes
- Guidelines for evaluated activity
- Closing and Reminders

Today's Agenda



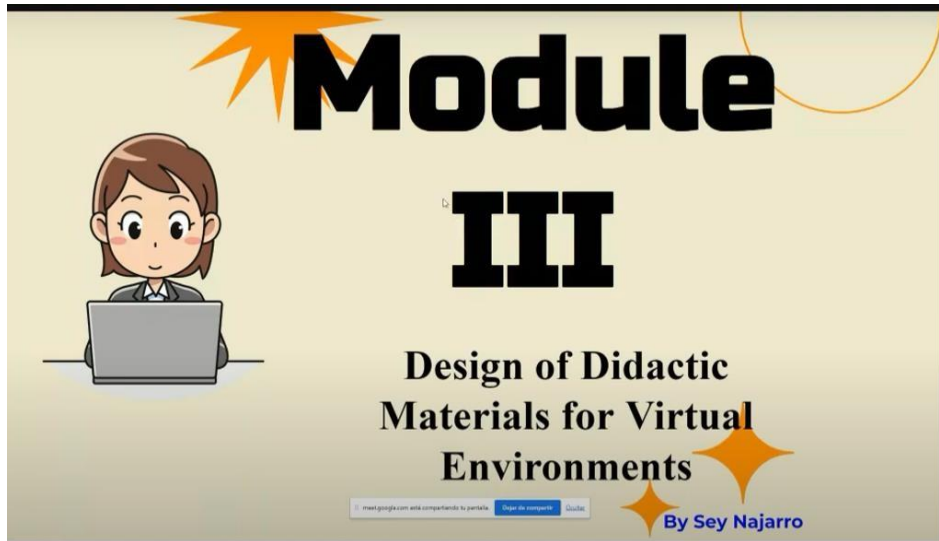
4. Technological tools for educational purposes

Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create [interactive presentations](#) that can contain Quizzes, Polls, Videos, Collaborate Boards, and more. [Nearpod](#) makes teaching easier with the interactive tools, resources, and content teachers need, all in one place.

The students can access a teacher's Live Participation presentation through a code and the teacher then moves the class through the lesson and lets students interact with the media as they go. Teachers can also opt for [Student-Paced mode](#), where the student controls the flow of the lesson. This mode is perfect for remote learning, hybrid learning, sub days, homework assignments, or independent work. The app is web-based and works on any device with an internet connection.

<https://nearpod.com/blog/nearpod-in-the-classroom/#:~:text=Nearpod%20makes%20teaching%20easier%20with%20the%20media%20as%20they%20go>



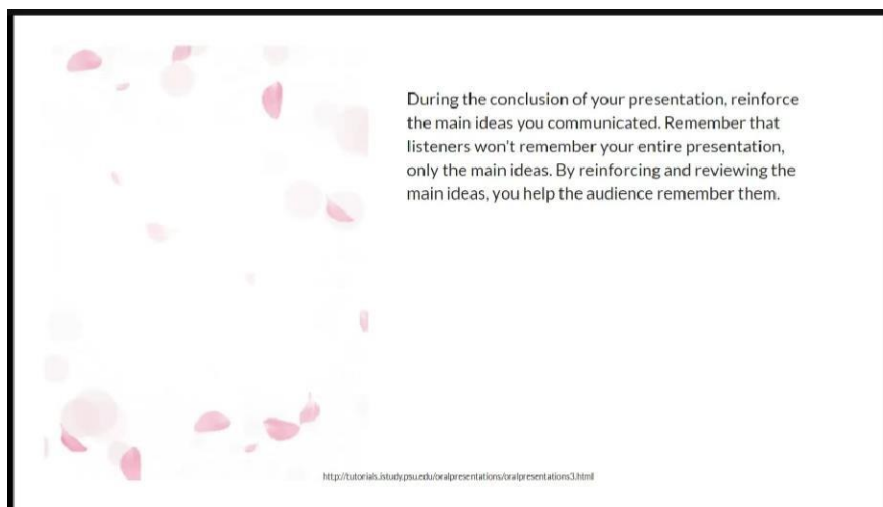


Module III

Design of Didactic Materials for Virtual Environments

By Sey Najarro

Sey Danisia Najarro

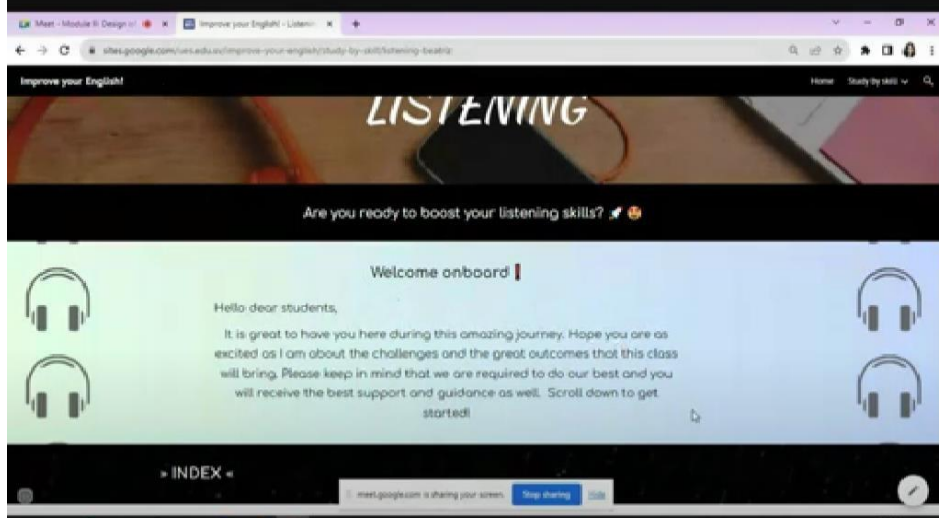


During the conclusion of your presentation, reinforce the main ideas you communicated. Remember that listeners won't remember your entire presentation, only the main ideas. By reinforcing and reviewing the main ideas, you help the audience remember them.

<http://tutorials.library.psu.edu/orajpresentations/orajpresentations3.html>

Sey Danisia Najarro

Module III Design of Didactic Materials for Virtual Environments (2023-10-21 07:45 GMT-6)



Improve your English!

LISTENING

Are you ready to boost your listening skills?

Welcome onboard!

Hello dear students,

It is great to have you here during this amazing journey. Hope you are as excited as I am about the challenges and the great outcomes that this class will bring. Please keep in mind that we are required to do our best and you will receive the best support and guidance as well. Scroll down to get started!

> INDEX <

Dolores Beatriz Maldonado Mancía