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

TITLE:

AI TOOLS THAT HELP TO IDENTIFY PLAGIARISM IN ACADEMIC PAPERS AND ITS IMPORTANCE IN ACADEMIC INTEGRITY

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Abstract

This document explores the topic of AI tools that help identify plagiarism in academic papers and their importance for academic integrity, as well as the activities carried out throughout the Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Languages. The objective of this paper is to inform educators and students about the most common AI tools used to detect plagiarism and their relevance in maintaining ethical standards in writing, as well as to learn about the development of activities of the specialization course. By understanding the functioning of these tools, educators can gain valuable information to verify the originality of their students' written works. In addition, an overview of the activities carried out through the three modules of the specialization is provided, along with the applications and tools studied. This document also presents the achievements made by the students upon completion of the specialization, highlighting how the specialization courses allow them to develop skills in specific areas of their careers. Finally, conclusions and recommendations are included for the authorities of the School of Humanities and the language department, focused on contributing to the improvement of the specialization courses and promoting high-quality education in virtual environments.

***Keywords*:** online platforms, AI, tools, digital content, online instruction, plagiarism detection.

I. Introduction

In the era of digital education, ensuring academic integrity has become more crucial than ever. This document focuses on exploring artificial intelligence (AI) tools designed to identify plagiarism in academic papers, highlighting their relevance in maintaining ethical standards in writing. According to Turnitin (2023), "As AI-generated writing becomes more prevalent, academic institutions must adopt sophisticated detection technologies to uphold the integrity of scholarly work". As well as providing educators with a detailed understanding of how these tools work.

In addition, the report offers a summary of the activities developed throughout the three modules of the specialization, compiling all the information from those activities such as the use of various technological applications applied to teaching foreign languages online. In addition, this document also seeks to serve as a valuable guide for future generations of educators seeking to implement virtual methodologies. The tools and strategies presented here have the potential to become key resources for online teaching.

It should be noted that this document also includes conclusions and recommendations that seek to improve the quality of the Specialization Course in the Administration of Virtual Environments for the Teaching and Learning of Foreign Languages, strengthening teaching in virtual environments. Finally, evidence is presented that supports the work carried out during the different

modules of the specialization, providing a well-founded reference for future developments in the educational field.

II. Objectives

2.1 General Objective

To explore the use of AI tools in education for detecting plagiarism, ensuring ethical standards in academic papers, as well as the description of the work carried out during the Specialization course.

2.2 Specific Objectives

To present in detail the activities, and the different technological tools studied in the different modules of the Specialization course in Administration of Virtual Environments for Teaching and Learning Foreign Languages.

To analyze the implementation of AI tools in the detection and prevention of plagiarism in academic papers and highlight their role in preserving academic integrity.

III. Theoretical Framework

Starting since the 40s, plagiarism has been penetrating the digital world to get its solid place there. A virtually unlimited amount of information to be copied, paraphrased, used for different purposes without any permission of its actual owner has turned into a common practice for learners and has become a new work for facilitators to find out if students had committed plagiarism there is when AI tools become in a useful manner to discover plagiarism in the academic paper presented by students. Plagiarism occurs all around the world. From local high schools to prestigious universities, forms of cheating are an almost constant academic concern. Not only is it everywhere, but the ways in which people cheat are also increasingly unique and are highly affecting academic integrity and originality.

3.1 Artificial Intelligence in Education.

AI brings both opportunities and challenges in the context of academic integrity. While it can assist in identifying and preventing dishonest behaviors, its use also raises ethical questions. Moreover, it is important to remember that AI tools can support, but not replace, the work of students. The use of AI tools poses many potential issues, ranging from the accuracy of the text generated, which may contain false statements, to ethical concerns.

For Rodríguez (2018), AI is the idea of creating computer programs or examining machines that are capable of developing intelligent behaviors if performed by a human being, that is, it facilitates the performance of review,

production and improvement activities to replace human activity, since it allows verifying the proper use of information and the good dissemination of information so that it is true and authentic without the risk of plagiarism or intellectual dishonesty.

In this way, AI as a technological tool facilitates the identification of the inappropriate use of information by academics, students or teachers, thus hindering the creation of biases, loss of originality and copying of ideas. Artificial intelligence stands out for its capacity for personalization and authentication of the educational process (Copado, 2023).

The implementation of AI software tools provides teaching with an opportunity for the proper use of information, knowledge and academic quality, so that knowledge and the proposal of functional texts and research in educational knowledge are guaranteed; to that extent, artificial intelligence as a technological tool provides systems that allow the quantitative detection of academic plagiarism, that is, intellectual copying or similarity of texts and ideas.

3.2 Forms of Plagiarism with AI.

"Plagiarism, specifically, is a term used to describe a practice that involves knowingly taking and using another person’s work and claiming it, directly or indirectly, as your own." (Neville, 2007, p. 28)

According to a study in the USA, there are five types of plagiarism that occur: direct, mosaic, self, paraphrase, and accidental.

- **Direct:** rewriting an entire work verbatim, without citation.
- **Mosaic:** borrowing phrases, without citation.
- **Self:** using pieces of or entire works that the student has already submitted, without citation.
- **Paraphrase:** changing the word order of someone else's work, without citation.
- **Accidental:** unintentional direct, mosaic, or paraphrase, without citation.

In addition to the different ways students from different academic levels may plagiarize, there is also academic cheating that has to do with words, but there are others such as intellectual, image, and sound theft, according to Affordable Colleges Online, all of which may result in copyright infringement.

Specific forms of plagiarism made by students:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.

3.3 How to Identify Plagiarism with AI.

Plagiarism cases are an everyday topic, for example, in journalism, scientific research, politics, and academics. Generally speaking, whether

intentional or not, plagiarism in the educational field is considered a form of deception, theft, fraud, or unethical appropriation of academic information and ideas from third parties (Espinoza-Freire, 2020). In such a case, the plagiarist uses this for his or her benefit without giving the corresponding credit to the source, deceiving the public with his or her actions (Díaz Arce, 2016). It is for this reason that plagiarism-checking tools are one of the best options to use to identify plagiarism with artificial intelligence.

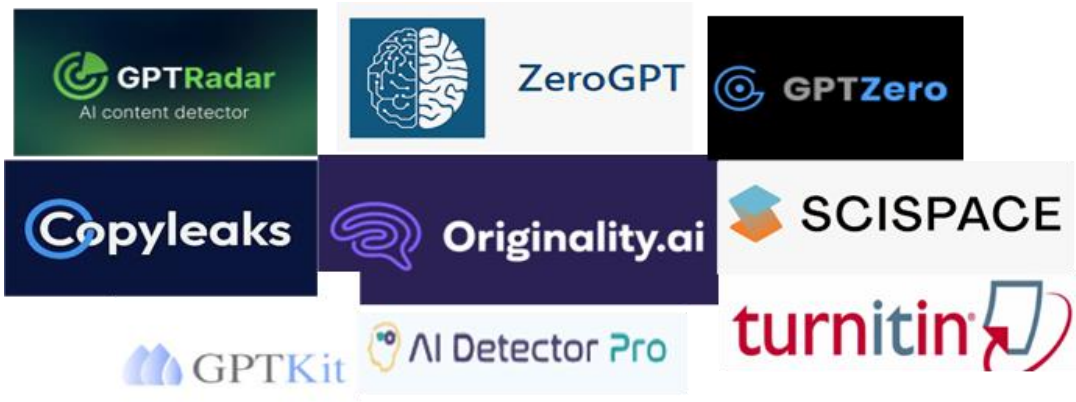
These plagiarism-checking tools compare your text against large databases of existing web content, as well as research papers, journals, newspapers, and publications, to see if there are any matches between them, looking for exact, or sometimes imprecise, matches on keywords, phrases, and entire sentences. This process uses a combination of machine learning and natural language processing techniques to figure out, whether text is written by a human or generated by AI. Tools that use this process are called "AI content detectors" or "AI detectors" and are trained on large datasets of both human- and machine-written content to identify patterns in each type of writing.

They analyze two main characteristics of the text: perplexity and irruption. In other words, how predictable or unpredictable it sounds to the reader as well as how varied or uniform the sentences are. If you have tried ChatGPT or other large language models for writing, especially, long texts, you will notice that AI texts tend to be more predictable and generic regarding word choice.

The same goes for sentence structure. AI writing tools tend to produce sentences of similar length and more conventional structure, human writing, on the other hand, tends to be more dynamic, with less predictable narration and a richer vocabulary. It is also likely to have more errors than AI-written content. Regardless, it is important to note that most plagiarism checkers work similarly, but their results may vary depending on the databases they access, so they are not completely reliable.

3.4 Common AI tools to Identify Plagiarism.

According to Wordlift, an Ai which helps to grow traffic in SEO (Search Engine Optimization) this are the Best Plagiarism Checkers For AI-Generated Content.



Images were taken legally from Google Images ©, credits belong to their owners.

See references for more information.

a. GPTRadar

GPTRadar is one of the best tools for detecting AI. It is based on GPT-3 Davinci that can detect whether the content was written by a human or a

machine by analyzing text and performing certain calculations on metrics like perplexity and burstiness.

b. Originally.AI

Originally.AI is a plagiarism checker and AI detector that is able to determine if the scanned text was written with an AI tool. It was developed by a team of content marketing and GPT-3 experts for web publishers, content agencies and website buyers.

c. GPTZero

GPTZero uses the same technology that was used to develop ChatGPT, with the opposite goal of detecting whether content was written with AI. The tool is under constant development.

d. AI Detector Pro

AI Detector Pro is a tool to detect whether a piece of content has been AI-generated, can show the probability that content was created using AI. It provides a detailed report, which indicates the confidence level that it is AI-generated content, whether the content was copied and pasted from the web, and what the source URL is, and highlights which sentences are more likely to have been generated with AI.

e. GPTKit

GPTKit is a free AI text generation detection tool. It uses 6 different AI-based content detection techniques, resulting in higher accuracy. The results,

including a report on the authenticity or reality rate of the content, are then displayed to help users achieve good and accurate results.

f. Turnitin

Turnitin is designed for the Academia (students, instructors, publishers and researchers). It ensures the originality of students' work by exposing even the most sophisticated incorrectness and helping them develop new ideas; and it provides teachers with simple procedures for evaluating the material produced and secure digital exams taken offline. It also ensures integrity and academic excellence for publishers and researchers with its feedback and insights.

g. CopyLeaks

CopyLeaks developed its AI Content Detector with the goal of giving users a tool that can detect whether content was written with AI with 99.12 percent accuracy. Even those created with ChatGPT.

It also provides integration with API and LMS platform. You can use it online by uploading and scanning text, or you can download the free Google Chrome extension that lets you check social media posts and news articles on your favorite sites.

h. ZeroGPT

ZeroGPT is a free and reliable tool to detect AI plagiarism, like text written by ChatGPT, Google BARD or any other AI chat bot it has an advanced and accurate technology to detect the origin of any text in depth specially used by many educational and professional institutions.

i. SciSpace Academic AI Detector

SciSpace Academy AI Detector can identify content written by humans and artificial intelligence in scientific literature, ensuring that the academic authenticity of the content is maintained. It is able to detect AI-generated text in various content such as blogs, essays, assignments and research papers.

IV. Description of Activities

Module l: Online English Language Teaching

This module was focused about virtual teaching (online) and its application in teaching English language, learning Management Systems (LMS) for the creation, feeding and use of online courses, as well as Asynchronous activities, educational platforms, their applications, and their use for online asynchronous classes, with a focus on Google Classroom. In addition, in the module different presentations of educational resources were studied, such as virtual classrooms and videos of work sessions in TEAMS or MEET.

Week 1 - 2

In the first two weeks, the students focused on the fundamentals of online education and its application in teaching the English language, the E-learning, and macro competencies focused on distance education, as well as the study of different learning theories, which offer different perspectives on how people acquire, process, and retain knowledge; among these theories, they mainly found the theory of cognitivism, connectivism, and behaviorism, which they learned about through class, as well as different educational videos that the learners could find on the university platform. They also studied synchronous and asynchronous learning when taking an online course, for this topic, the students discussed the different activities appropriate for each type of learning. In addition, they carried out our first evaluated practice, which consisted of participating in an Academic Forum, where they had to write

about the learning theory that they thought influences the way foreign languages are taught online.

Week 3 – 4

During the third and fourth weeks, students learned about Learning Management Systems (LMS), the different digital platforms designed to facilitate, manage, and track educational and training activities. They also study the most common LMS, like Moodle, Edmodo, and Schoology. For this, the teacher showed us different videos and links, from which scholars learned how to manage the previous Learning Management Systems. The professor also did practice during class, in which they used the Moodle platform, for this practice, students thought of a topic for a class, downloaded an image from Pixabay, searched for a video from YouTube, and the URL of a site with information about our topic, and then upload it to the Moodle platform. In addition, students carried out the second evaluated activity, in this task, they created an infographic to identify the characteristics and resources that the learners could have with the LMS that they chose.

Week 5 – 6

Throughout weeks five and six, students learned about educational platforms, tools designed to enhance learning and teaching experiences, their applications, and their use for online asynchronous classes, focusing mainly on Google Classroom. The learners watched many videos on how to use the Google Classroom platform, videos on the correct organization of teaching

materials, and the creation of exams directly from the platform. The teacher also carried out a practice in which the students had to form groups and altogether create a course in Google Classroom in which they added a forum, a video, and a homework assignment and, after that, discuss it in class and receive feedback from the professor. During these days, the students also carried out the third evaluated activity, which consisted in the creation of a virtual course in Google Classroom; this course had to have the resources of the forum, assignment, exam, and teaching materials.

Week 7 – 8

In the last two weeks, the students discovered about virtual learning environments. They learned how to use some platforms of video conferences, such as Zoom, Teams, and Google Meet. For a good development of the subject, the teacher showed many videos about the Google Meet and Teams platforms to get the most out of them. After that, the teacher carried out a practice in which the students had to create a meeting in the Google Calendar, and then add a guest, and thus simulate a class in which they would have to use the resources that Google Meet provides, such as the survey, break out moments, and add visual effects. During these weeks, the students also carried out an evaluated activity. In this case, they had to plan a short class to be held through Google Meet, for this they used some tools and resources from the Web, such as images and videos, to have a dynamic class, and they

also created a lesson plan where all the steps to follow during the class were detailed.

Module II: Educational Applications for Learning a Foreign Language

Module II was focused on the good use of digital resources that can be found on the internet and how to launch them to improve the teaching learning method, the tools used were: Edpuzzle, Liveworksheets, Nearpod, Padlet, Kahoot, Powtoon, Classroomscreen and Narakeet

The facilitator had created and organized each class of the module so the learners can interact and practice on his own, allowing the space for them to share their progress during each class as well as making the sessions full of interactions where all students can show their projects or activities designed to practice and feedback was always provided by the facilitator so the learner can apply those pieces of advices received in class at the time of creating their own project out of grouping.

Week 1 - 2

Each session had always started with ice breaker sessions related to teaching; this class was to draw how we see future teachers. A List of different technological tools was presented as well as the purposes of technology in education, information related was presented, tips that helped students to select an appropriate objective before creating the class' material. Videos related to the TPACK model and a time frame to work on an activity were provided.

Gamification and game based learning information was presented so that the learners could be able to create a good warm up by using different tools

so they can keep improving their abilities at the time of creating new designs to use on a virtual class, details about the following online tools were showed Padlet, Live Worksheet, Nearpod, Flip and Kahoot. Emphasis on choosing an objective before creating a new material was always encouraged so the planned class can be successfully taught. Followed by that a practice in a new tool called Word art was done.

Week 3 – 4

The facilitator gave multimedia material so that learners would be able to use the tools in an appropriate way asynchronous activities were developed in classes and synchronous practices in the following online tools: Edpuzzle, Flip, Narakeet, Liveworksheets, during the progress of the class tutorials and demonstrations were shown with the purpose of encouraging students to improve their skills to create content on the apps taught. Guidelines for an evaluated activity were given as well as a profit explanation of each step that was asked to carry out the activity.

Week 5 - 6

This class was focused on the use of the following technological tools Padlet, Clasroomscreen, Edpuzzle, Powtoon and Nearpod their definition, uses, instructions on how to manipulate them, video tutorials found on YouTube and some other video material created by the professor so it made easier for learner to make use of the tools, a presentation made in PowerPoint. The facilitator was always giving some other tools that can be used in a virtual

class taking into consideration they were easy, friendly to use and for free. Nearpod information, a live demonstration, videos, was presented in class. The facilitator assigned an activity in class that students can practice on the t-tool Powtoon by asking them to create a presentation in groups, time was provided, space to check all the presentations was provided so one by one, the facilitator can check how the groups of students did in a practice exercise before providing instruction to a new evaluated activity that was going to be done on Powtoon tool.

Week 7 – 8

The course lasted eight weeks in total and was enriched with non-tangible online resources such as, YouTube videos, video tutorials created by the facilitator, live demonstrations, discussion questions, guidelines and multimedia materials.

A demonstration class was held prepared by the students, who used technological tools they had previously presented. The class was organized into two groups, allowing each one to present the assigned tools. The tools were distributed in sets, so that each student in the group had to create three different activities using the three assigned tools. The designated tools were: Narakeet, Nearpod, Classroomscreen, Padlet, Dotstorming, Socrative, Miro, and Edpuzzle. Each student prepared their activities in the tools assigned by the facilitator, which made the presentations entertaining and fun, encouraging participation and practice on various online academic platforms.

All activities developed in this second module focused on teaching new functions and the management of different educational applications, as well as mastering the use of technologies for teaching English as a second language, as specified in the course program.

Module III Design of Didactic Materials for Virtual Environments

This module focused on using web tools to design educational materials, such as podcasts, online presentations, interactive images, and videos. In addition, in this module, students applied the skills acquired in the previous modules to design teaching materials using technological tools.

Week 1 - 2

The session started with an icebreaker activity in which students interacted by interpreting different images, which encouraged student participation. Then, key concepts related to "multimedia resources" were introduced and defined, and the professor emphasized the advantages of using multimedia resources, including that they help persuade, engage and attract students. In addition, different types of multimedia resources were mentioned, including text, images, audio, and videos. Then, each student made a presentation where they inserted an audio in a presentation.

The second session focused on the creation and use of podcasts as an educational multimedia resource. The facilitator began to play a welcome podcast that she had created. Then, the term "audio" was defined, highlighting that it is not only made up of voices, but can also include background music, sound effects, voice-overs, and strategic silences. The facilitator also explained the steps to create a podcast; then showed video tutorials explaining how to use Audacity, which is an audio editing tool, and SoundCloud, to share podcasts online. In addition, students participated in an

activity on ClassroomScreen. And the class concluded with a detailed explanation of the first task, where students had to create their own podcast.

Week 3 - 4

In these sessions, the facilitator explained the importance of using images in online education. Through examples, the professor demonstrated how to use images to introduce a topic and provided suggestions on the types of questions that can be asked to students when using images. Afterwards, the anatomy of a digital image and some basic concepts were discussed. Later, the facilitator explained the importance of the size, and the different types of image formats, such as JPG and PNG, emphasizing the need to select the appropriate format according to the intended use of the image.

Pixabay, a platform that offers free images, was also introduced to the class, and a demonstration video of piZap, which is a platform for editing images, was shared; the video about piZap explained how to edit images using the different tools offered by the platform. Then, the students applied what they had learned by creating a collage with the piZap tools. Then the instructor presented a video about image copyright, explaining how to identify royalty-free images and emphasizing the importance of obtaining permissions when necessary. The session concluded with a memory game created with Genially, and at the end of the class the professor explained the guidelines for the second evaluation on Genially.

Week 5 - 6

In the following week's sessions, the facilitator introduced the topic of choosing the right colors when creating presentations. She emphasized the importance of planning a presentation, including key steps such as: analyzing the target audience, selecting the topic, determining relevant information, defining the goal of the presentation, and adjusting the content to the time available. After that, the facilitator explained the concept of color palette, and she also introduced a tool called Coolors, which helps to combine colors to create harmonious palettes. The sessions also covered the topic of typography, explaining what it is and the types of fonts most suitable for educational presentations.

Afterwards, the facilitator showed a video on the use of Google Presentations as a tool to create high-quality presentations. Finally, the students carried out a practical activity in which they created a presentation, applying the concepts and techniques learned throughout the sessions and considering the facilitator's explanations. Later, the facilitator showed students how to create a Google Site and presented a video about Photofunia, that is a tool to edit images; then she shared a video, demonstrating how to edit an image and highlighting Photofunia’s features. Later, the class watched a tutorial on how to create a page on Google Sites. Finally, students worked in groups to create their own sites and were given an explanation about the final project.

Week 7 - 8

In these sessions, the teacher addressed the topic of video creation, highlighting that creating a video requires time and attention to different details. The facilitator also showed a series of videos in which she explained how to record a video with a cell phone, the importance of camera angles, lighting, and the appropriate clothing to wear in front of the camera. Furthermore, the students did a group work in which they identified the most important points of one of the videos they had seen and put it on a slide. Then each group presented their work.

In addition, the teacher addressed the topic of video editors, showing a tutorial on how to edit videos on YouTube. She mentioned some editing programs such as Active Presenter and Openshot. She also presented a video in which she showed how to edit with Openshot. Finally, she explained that Openshot could be downloaded for free, and students could use it for the fourth evaluation. Finally, she presented the guidelines for the activity and clarified doubts about the work to be delivered, including the written report and the website.

V. Achievements

During the Specialization course in the Administration of Virtual Environments for Foreign Language Teaching and Learning Specialization course our team successfully learned the different learning theories and the use of Learning Management Systems (LMS) for the creation of synchronous and asynchronous activities for good development of academic works. For this, we created a virtual classroom using the tool Moodle, an LMS and carried out synchronous work sessions in Google Meet. We also developed all the complementary activities that facilitated collaboration and interaction among learners, such as discussion forums, group projects, and virtual practice sessions.

In addition, we succeeded in the ability to efficiently manage technological tools for teaching-learning a foreign language in a virtual modality, tools like Edpuzzle, Flip, Narakeet, Liveworksheets, Nearpod, Padlet, Kahoot, Classroomscreen, and Powtoon, which facilitated collaboration and interaction among all the students. Also, we effectively identified the technical issues within the virtual environment, minimizing disruptions to the learning experience and ensuring smooth operation and accessibility for all users.

Moreover, we were able to design effective didactic materials for virtual environments that facilitate and encourage collaboration among students, including the creation of a podcast, for which we learned to use different tools such as Audacity and Sound Cloud; we also learned how to create interactive

images in which we could integrate multimedia elements, such as videos, audio clips, and animations to create dynamic and engaging learning experiences, always ensuring that all learners could fully participate in these virtual learning activities, demonstrating the impact of well-designed didactic materials on the learner outcomes of this course.

VI. Conclusions

After having completed and deepened the topics addressed throughout the specialization course, it can be concluded that:

Technology has now become a source of help in education, changing the way we teach and learn; due to this, the specialization course in the administration of virtual environments through pedagogical theories, important concepts and the use of technological tools have provided participants with the necessary skills in teaching foreign languages in virtual environments, thus allowing participants to master different teaching-learning platforms, learn tools that allow them to innovate when preparing their classes. Participants were also able to learn to design activities and teaching materials that help in the educational process in the virtual environment.

In addition, the use of Moodle, Google Classroom, Edmodo and other virtual platforms have become a very useful tool when it comes to teacher-student interaction. Because it allows teachers to share materials, activities, feedback, and evaluate students, giving them the possibility of making corrections or recommendations, giving students the opportunity to have access to study materials anywhere, thus providing continuous interaction. It is also worth noting that through these platforms we can monitor the performance of each student, providing them more personalized teaching based on their learning needs.

Similarly, the use of collaborative tools helps students have more meaningful learning and learn to work through new educational learning technologies both as a group and individually, also having feedback right after each activity. Collaborative tools such as Edpuzzle, Flip, Narakeet, Liveworksheets, Nearpod, Padlet, among others, not only provide interactive learning, which helps the creativity of the participants and thus be able to express their ideas using collaborative tools, but also help to reinforce the understanding of the topics, thus allowing the development of different communication skills virtually.

It is also worth mentioning that receiving the concepts of how to create teaching materials and what aspects to consider helps to have the ability to create teaching materials for virtual environments independently; it also becomes an aid for educators today, because this allows them to personalize the educational resources they want to share with students and adapt them according to the needs of the students. Also, the creation of podcasts, images, presentations, videos help to make classes more attractive and engaging for students, since in this technological age young people prefer to have all the information in the palm of their hand.

Likewise, it is important that as teachers we take into account that technology innovates every day in education and the arrival of AI has had a great impact on teaching-learning because it has provided students with a dependency, which can interfere with the teaching-learning process, because

of this it is very important to know the tools that can help us identify when a student has plagiarized or used AI in their assigned work, some of these tools are GPTRadar, GPTZero, Originally.Ai among others, which today has also become a very useful tool for educators.

VII. Recommendations

As a group, after having been part of the specialization process, some recommendations are the following:

For the Authorities of the School of Humanities.

Make sure to constantly update the material, adapting it to the learning needs of the students. Also, make sure that the content is organized in a clear and coherent way, so that each module is related to the previous ones to create a continuous flow of information during the teaching process.

Provide all the necessary resources to make the specializations as effective and accurate as possible, offering updated tools that allow professionals to continue innovating, growing and improving in their specific fields of specialization. In this way, they can develop the highest level of competence in the areas of specialization provided.

For the Authorities of the Language Department

Encourage students to do prior research on the topics or tools that are going to be used, to be able to do constructive learning based on their own experiences and those shared by both classmates and the facilitator.

More broadly include the topic of artificial intelligence applied to teaching, including the advantages and disadvantages that this brings, both for students and educators.

Monitor students in a more individualized way and reinforce key points of the topics that have been more difficult in carrying out the different activities

done in class, to know if the objectives established in each module of the specialization have been achieved by the participants.

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IX. Appendixes

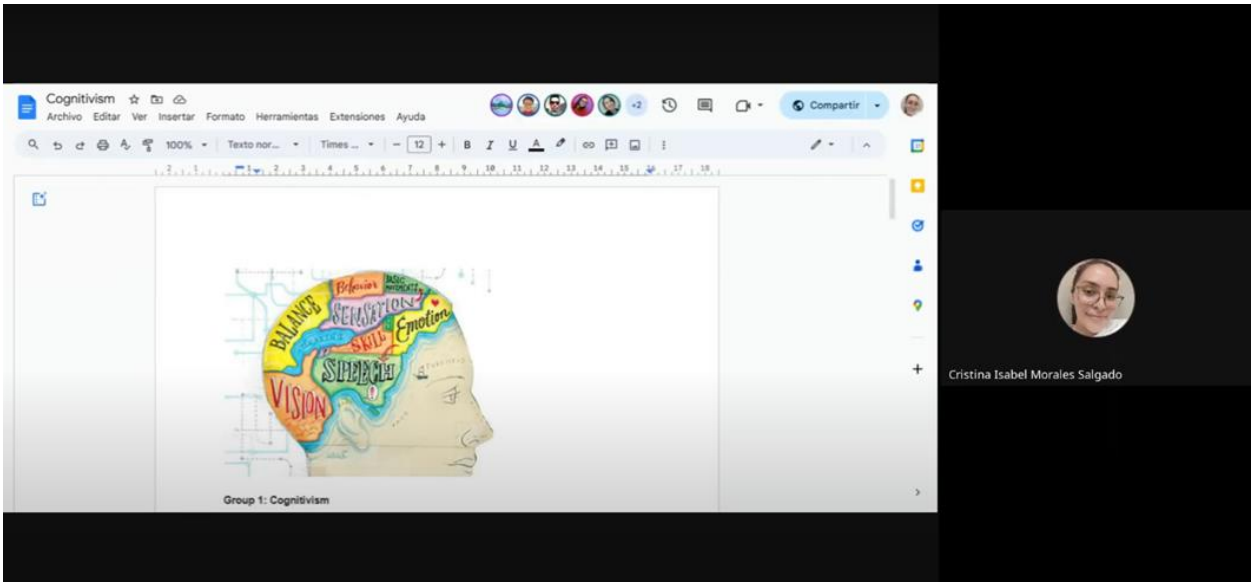
Syllabus Module I

1. GENERAL INFORMATION

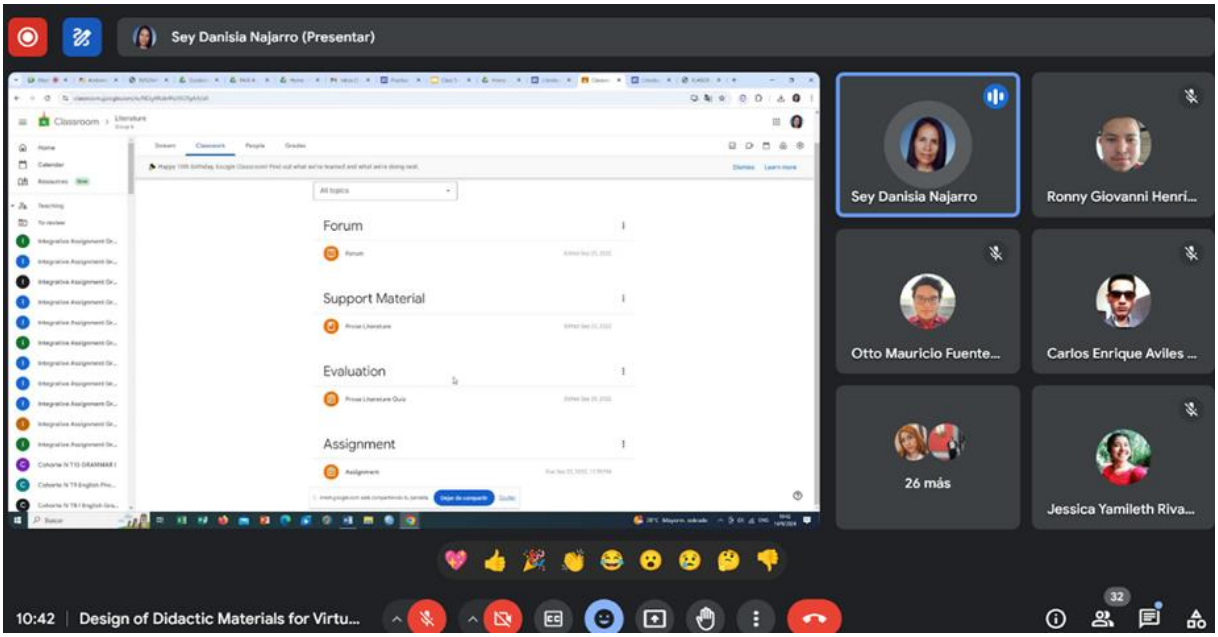
1.1 Module 1:	Online Foreign Languages Teaching
1.2 Code:	EDII114
1.3 Pre-requisite:	None
1.4 Academic Credits:	3
1.5 Target Population:	Students who have concluded their academic process
1.6 Month and Year:	March-May 2024
1.7 Major Academic Unit:	Foreign Languages Department
1.8 School:	School of Arts and Sciences
1.9 Module Term:	8 Weeks/ 2 Months
1.10 Hours per Module:	54 Hours
1.11 Professor:	MEVA. Sey Danisia Najarro de Alvarado

Virtual Campus

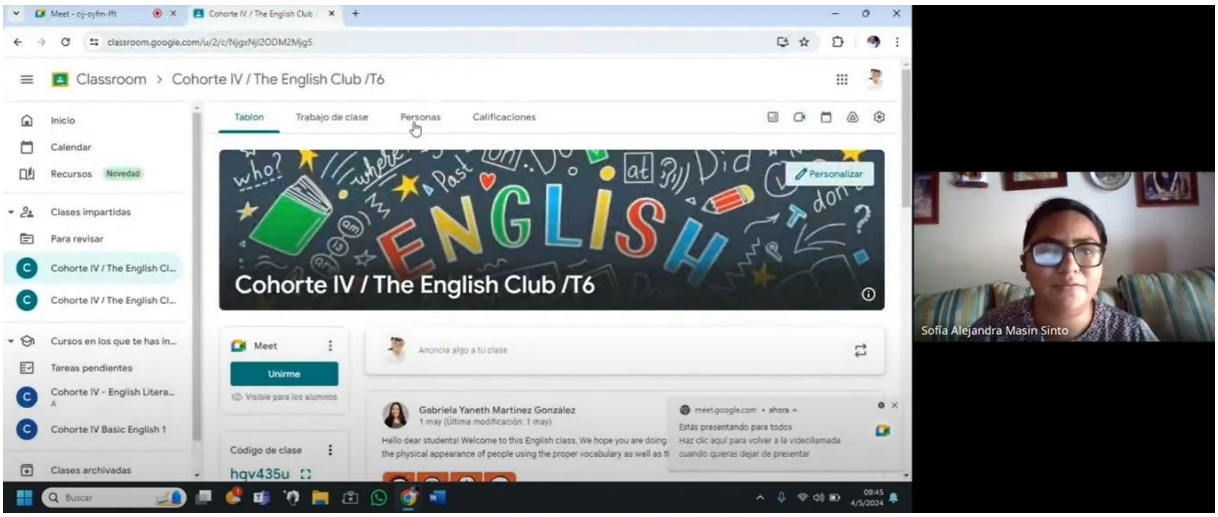
Practice on Class



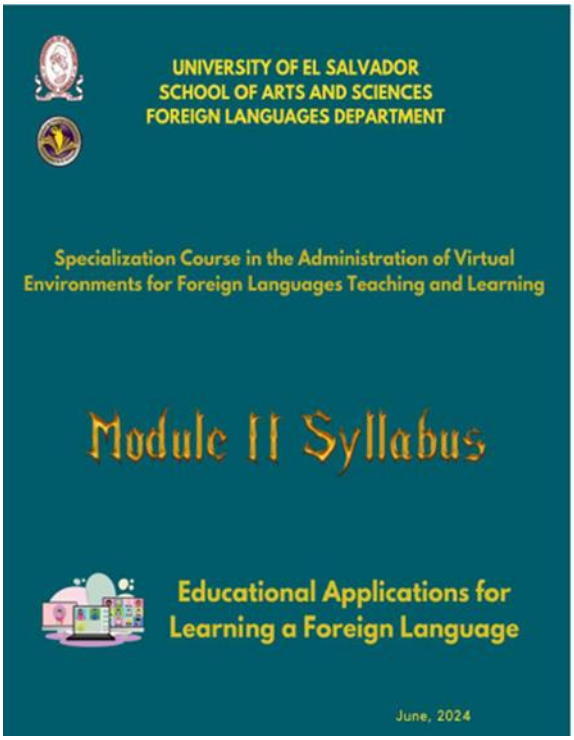
Synchronous class



Online Class through Google Meet



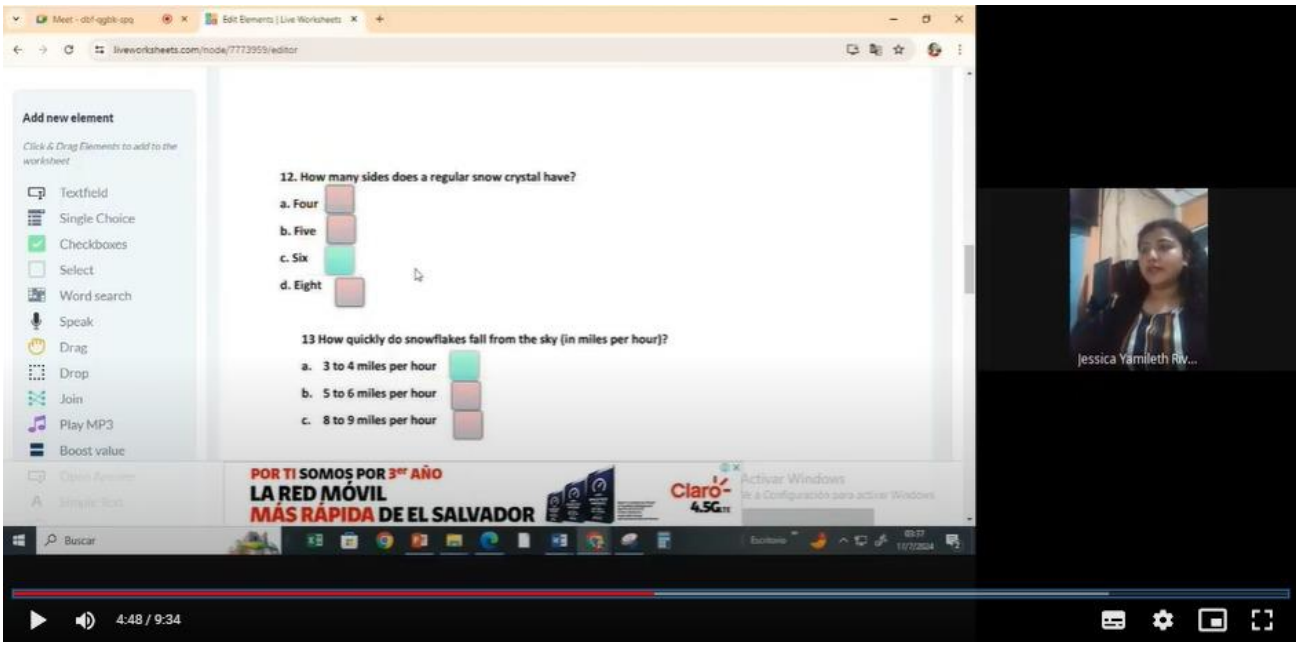
Syllabus Module II



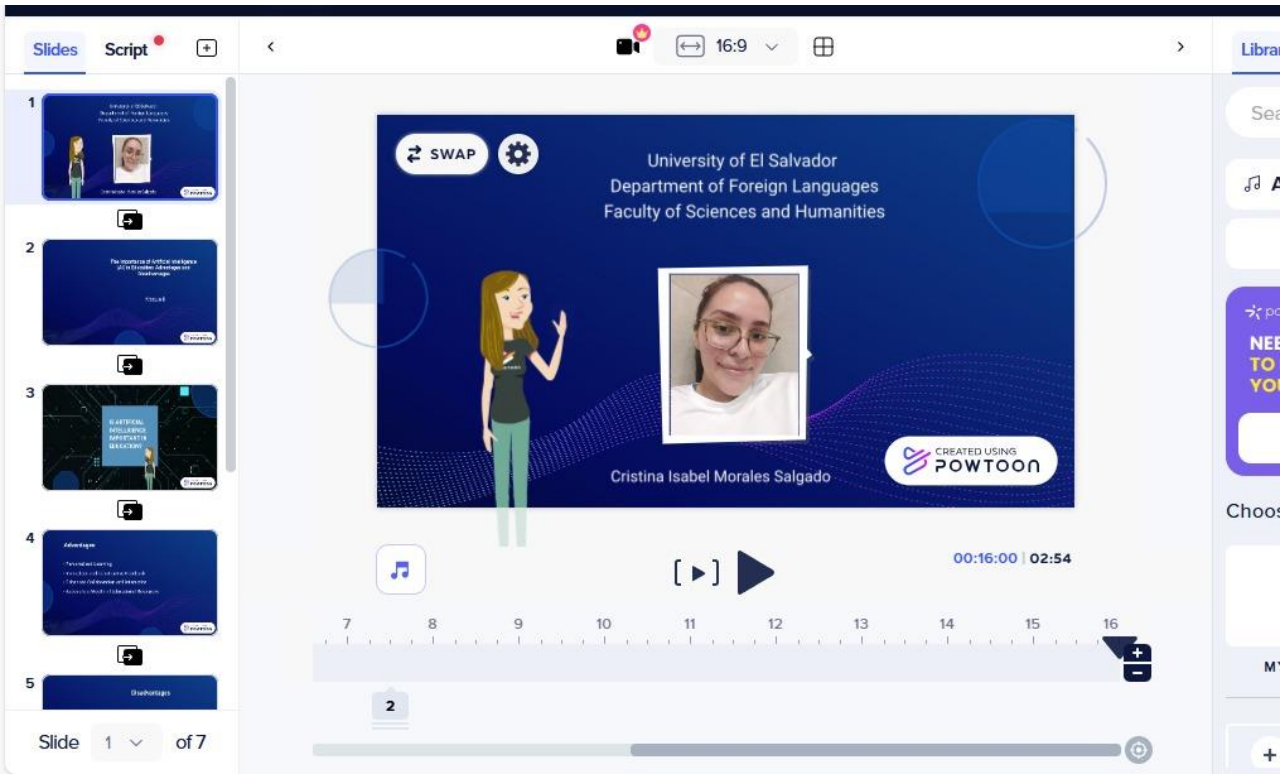
1. **GENERAL INFORMATION**

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:	June- August 2024
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:	52 Hours
1.10. Professor:	MEVA. Sey Daniela Najarro de Alvarado

Video Tutorial Liveworksheets.



Video on Powtoon



Online Class Plan Using Technological Tools

Online Class Planning

1. **Description**

For this class I will be giving an introduction to the topic Music's Influence on Society, including how music has evolved over time and its impact on different cultures and social movements.

2. **Learning Experiences**

- Develop critical thinking skills to analyze and understand Music's Influence on Society.
- Learn how music has evolved over time and its impact on different cultures and social movements.

3. **General information**

Date: 27th July, 2024
Topic: Music's Influence on Society: How music has evolved over time and its impact on different cultures and social movements.
Duration: 10 Minutes

4. **Details of the Class**

No.	Activity	Resources	Tools	Duration (mins)
1	Warm up	Game	Miro	3
2	The influence of music on society	Video	Narakeet	2
3	How music has evolved over time and its impact on different cultures and social movements	Timeline	Miro	2.5
4	Exercise	Video	Edpuzzle	2.5

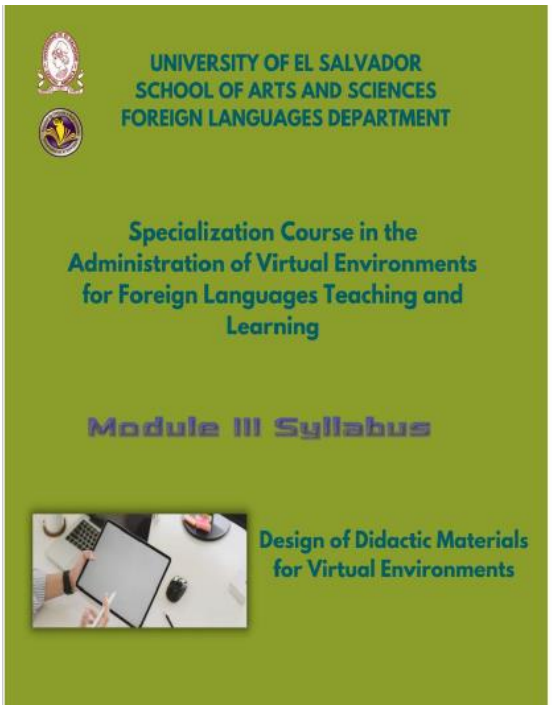
5. **Question for participation**

Do you like music?

What kind of music genres do you know?

Does music influence social movements?

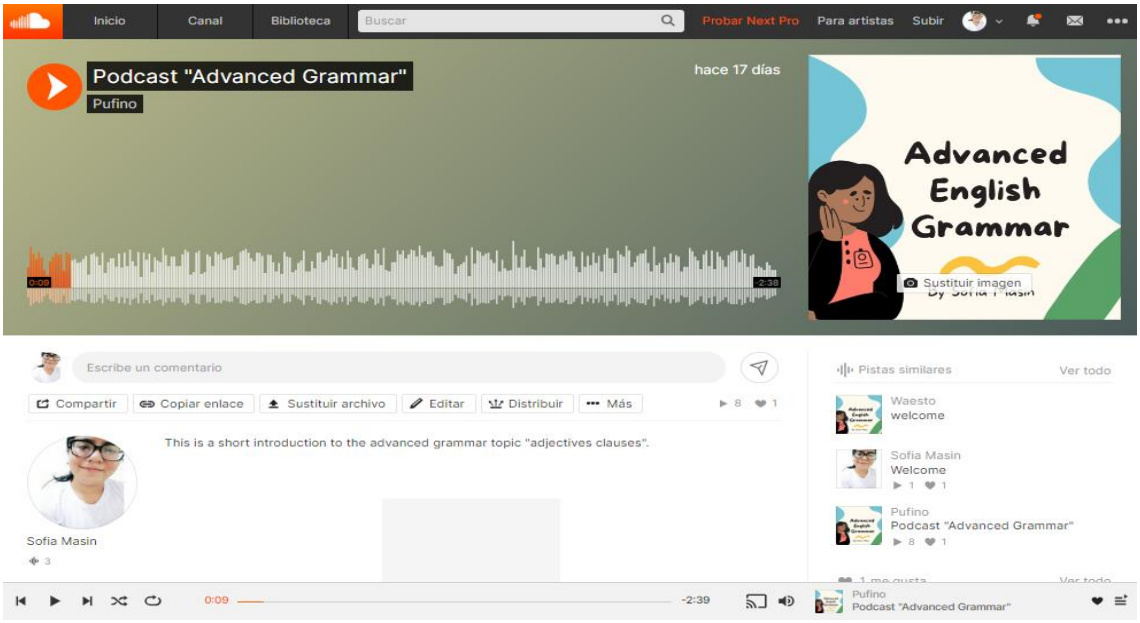
Syllabus Module III



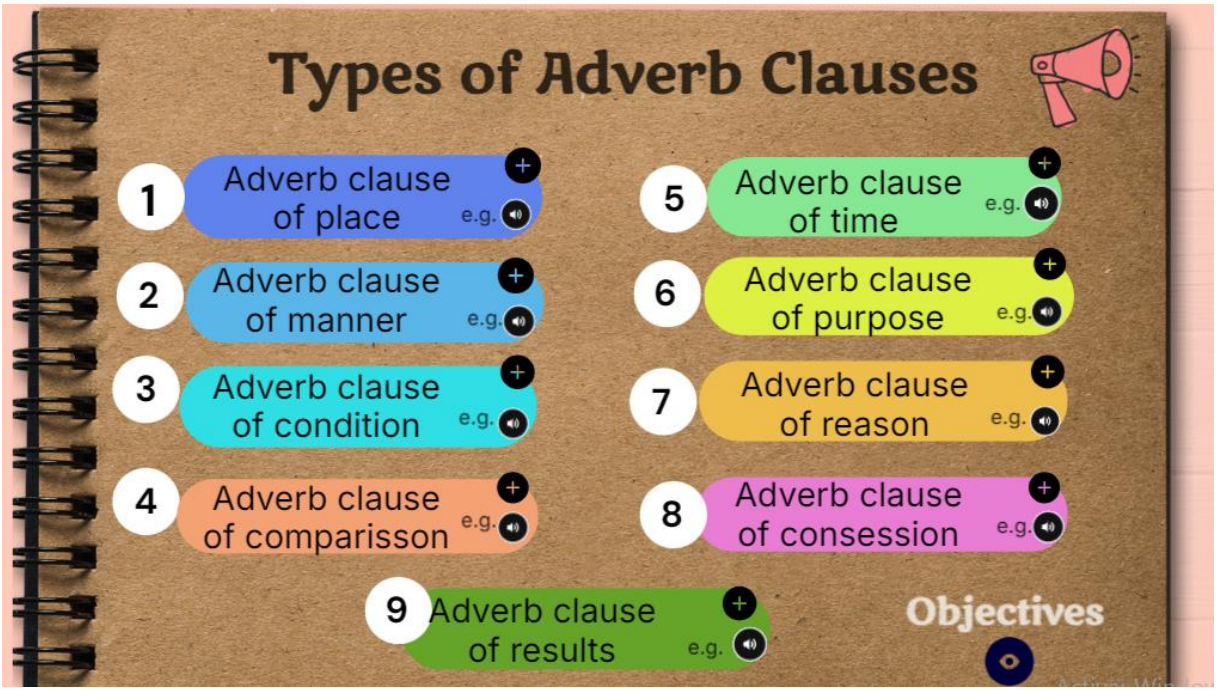
1. GENERAL INFORMATION

1.1. Module 3:	Design of Didactic Materials for Virtual Environments
1.2. Code:	DIM314
1.3. Pre-requisite:	None
1.4. Academic Credits:	3
1.5. Target Population:	Students who have concluded their academic courses
1.6. Month and Year:	August – October 2024
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:	54 Hours
1.11. Professor:	MEVA. Sey Daniuia Najarro de Alvarado

Podcast Task



Interactive Image



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