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

Ethics and considerations of the use of AI in education.

Ética y consideraciones del uso de la IA en la educación.

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LAST REPORT FROM THE SPECIALIZATION COURSE "ADMINISTRATION OF VIRTUAL ENVIRONMENTS FOR FOREIGN LANGUAGES TEACHING AND LEARNING"

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

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF TEACHING ENGLISH LANGUAGE

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Content

Abstract

Our Report examines how technological tools, websites, and artificial intelligence are being incorporated into English language teaching and learning, specifically in the specialization of Virtual Environment for Foreign Languages Teaching and Learning. Throughout this course we had two modalities of learning: synchronous and asynchronous learning. The activities performed through synchronous learning modality started by doing discussion forums to get to know each other, watching videos and discussing about the content, and practicing different technological tools, platforms. AI can help participants sharpen their skills for the course. In addition, the tasks that were included in the asynchronous approach were mostly watching, analyzing and practicing content from specific videos selected for specific tasks, group work and individual work through the completion of assignments which contributed to the acquisition of new skills that can be implemented once the learners become teachers.

These technological tools offer a significant chance to enhance language learning and student participation as they continue to transform educational systems. The report starts by exhibiting the fundamental ideas of artificial intelligence's application in English teaching, specifically by creating didactic material and facilitating the process of learning for the students through synchronous and asynchronous approach. A detailed summary of the tasks completed during the three modules of our specialization course is given in the second section. Additionally, it showcases the participants' achievements in the particular digital tools, websites, and resources they investigated during the course of the program.

Key Words.

- **Technological Tools:** Digital devices, software, and applications used to facilitate numerous tasks, learning, or communication in an educational context. They enhance teaching methods and student engagement.
- **English Language Teaching/Learning (ELT/ELL):** The field and practice of instructing and acquiring the English language. It includes methodologies, resources, and strategies for non-native speakers.
- **Virtual Environment:** An online or simulated space where learning and teaching activities occur. It provides a flexible and accessible platform for educational interaction.
- **Synchronous/Asynchronous Learning:** Two distinct modes of online education. Synchronous involves real-time interaction (e.g., live calls), while asynchronous allows learning at one's own pace (e.g., recorded lectures, assignments).
- **Artificial Intelligence (AI):** Technology designed to simulate human intelligence, used here to create learning materials, personalize instruction, and assist in language acquisition processes.
- **Skills Acquisition:** The process by which individuals develop new competencies or improve existing ones. In this context, it refers to improving teaching skills and digital literacy.
- **Didactic Material:** Educational resources or content specifically designed to facilitate learning. This includes lessons, exercises, videos, and interactive elements.

I. Introduction

This report documents the specialization course, “Administration of Virtual Environments for Foreign Languages Teaching and Learning.” It deeply examines the theoretical and practical aspects of the course, focusing on how technological tools, and artificial intelligence are transforming how the English language is taught and learned. This document provides a detailed overview of the course, its objectives, the guiding theoretical framework, and the practical achievements of its participants.

The main goal of this paper is to show a comprehensive understanding of how technology is changing language education. It highlights a new, more dynamic and responsive way of teaching, emphasizing the importance of using technology strategically to achieve specific educational goals.

To accomplish this, the document focuses on two key objectives. First, it explains in detail how artificial intelligence is used to create personalized learning experiences. The use of AI allows educators to move beyond a standardized model toward an adaptive learning environment that meets each student’s specific needs. Second, the report describes the practical accomplishments of the course participants, demonstrating their mastery of the digital tools and websites explored throughout the specialization.

The paper’s theoretical foundation is based on the exploration of AI and other digital tools in education. It covers the teaching principles that support technology-enhanced learning and the ethical considerations of using AI in the classroom. This framework ensures that the analysis of these tools is grounded in academic research.

The course was organized into three modules, where participants engaged in hands-on activities that simulated real teaching scenarios. These included creating teaching materials, developing assessment tools, and designing interactive online activities and demo classes.

The document will detail the specific tools and websites used and reflect on the learners' achievements and how well the tools helped meet the course's objectives.

II. Objectives

General Objective: To analyze the ethical implications and critical considerations of integrating AI into educational practices to ensure the responsible and equitable deployment of this technology, while addressing challenges such as data privacy, transparency, and fairness.

Specific Objectives:

- To Identify the key ethical challenges—such as bias, data privacy, and lack of transparency—associated with the implementation of AI and other technological tools in English language education.
- To Describe how the integration of AI can facilitate the creation of innovative didactic materials, streamline assessment processes, and enhance the efficacy of online teaching methodologies, both synchronous and asynchronous.

III. Theoretical Framework

In the contemporary environment of evolving pedagogical practices and learner engagement, Artificial Intelligence (AI) and various technological tools have emerged as central elements in cultivating effective skills, strategies, and techniques. Their integration is crucial for optimizing and enriching the English language teaching and learning experience, fostering both enjoyment and productivity. Within this analytical framework, this document will meticulously examine the significant relevance of advanced technologies; including AI and diverse digital instruments. In the context of foreign language instruction. Particular emphasis will be placed on their capacity to facilitate the creation of innovative didactic materials, streamline assessment processes, and significantly enhance the efficacy of online teaching through both synchronous and asynchronous methodologies.

Defining AI

Best known as the simulation of human intelligence processed by computer systems, Artificial Intelligence is seen as a tool to generate income, for some others, it is a new way of entertainment; however, for educational purposes, it is rapidly becoming an everyday partner in the process of teaching and learning. More than a partner or entertainment, AI is more complex than that; it consists of Learning, Reasoning, problem-solving, Perception, and Language Understanding. (Bates, 2019).

The Future of Learning: How Artificial Intelligence is revolutionizing education?

Education is in constant evolution, not only in content, strategies, or teaching methods and approaches, but also in tools and technology used to make learning and teaching more

productive, time-saving, and to enhance not only memorizing but practicing whatever content is studied in real-life situations.

From Chalkboards in the 19th Century, The Overhead Projector in the mid-20th Century, to Interactive Whiteboards at the beginning of the 21st Century, until the AI Era, it's been more than 100 years of evolution, learning, and adaptation to each of the new tools that have been used to build human knowledge until this day. (UMass Global, 2020).

AI in the classroom: A guide to responsible implementation.

Even though Artificial Intelligence is a key aspect of today's education, the following question emerges: Is AI helping to develop and enhance a responsible way of learning for students? Or is it just making everything easier for them to fall into plagiarism and the copy-and-paste culture?

These questions are of great importance to determine how well we are implementing new tools and technologies for academic purposes. Nowadays, critical thinking, critical writing, and defending ideas with proper and solid arguments are impossible. As a society, we need to learn how to use our resources properly in a responsible way to avoid violating the Ethics and Considerations of the use of AI in education.

Ethics and Considerations of the use of AI in education.

According to the United Nations Educational, Scientific and Cultural Organization (2021), "In no other field is the ethical compass more relevant than in artificial intelligence...". As mentioned before, apart from the benefits that AI brings to our lives and to the different aspects, such as work, education, etc., it also brings challenges with it, such as Bias, Transparency, and Data Privacy, among others.

Therefore, the following sections of this document will comprehensively explore each of these critical ethical considerations and practical guidelines. We will meticulously examine how understanding and addressing them are indispensable for fostering a more responsible, equitable, and ultimately enhanced educational experience when deploying AI and related technological tools within learning environments.

- Fairness: Fairness in AI is a complex and multifaceted concept (Mehrabi et al., 2021). AI fairness in the educational context refers to the principle of ensuring that the use of AI systems and algorithms in educational settings does not lead to unfair or biased outcomes for students.
- Transparency: AI algorithms should be understandable and their decision-making processes clear. This means avoiding biased information or negative outcomes when students make use of AI.
- Data Privacy: "Ethical considerations in AI systems must include a commitment to data protection, ensuring that personal data is collected and processed with the utmost respect for privacy and confidentiality." (European Commission, 2023). Students' data must be handled securely and ethically, respecting privacy rights.
- Accountability and Responsibility: It refers to the requirement for the system to be able to explain and justify its decisions to users and other relevant actors. (Dubber, Pasquale, & Das, 2020, p. 218). Clean lines of responsibility must be established for AI systems' outcomes.
- Human Oversight: Is the process of joining Human Judgment and Intervention into AI systems to make sure they are accurate, safe, ethical, and aligned with human values. “The risks and challenges hoped to be addressed by human oversight include dangers to human autonomy, lack of transparency and opaque algorithmic models, privacy and data protection issues, as well as discrimination.” Koulu, R.

(2020). Proceduralizing control and discretion: Human oversight in artificial intelligence policy. Maastricht Journal of European and Comparative Law.

Key Considerations in AI Implementation.

- **Equity and Access:** Equity and Access in AI development and its benefits are paramount to avoid exacerbating societal inequalities. As Abrahamson (2025) highlights, access extends beyond mere device availability to meaningful engagement, noting that students from lower-resource backgrounds often face a disadvantage, risking AI becoming another technological divide.

- **Fostering Personalized Learning Experiences:** This consideration highlights educators' opportunity to create didactic material customized to diverse learning styles. Recognizing individual learner needs, we can utilize technological resources to design adaptive environments, thereby enhancing engagement and skill development for positive outcomes in every lesson.

- **Cultivating Critical Thinking and Digital Literacy**: This aspect is crucial given technology's impact on analytical skills. Educators must guide learners to critically read, write, and draw independent conclusions, emphasizing that AI augments, rather than replaces, human cognition. Simultaneously, addressing issues of digital literacy is vital, whether arising from access disparities or a lack of initiative in effectively utilizing AI and computer programs for academic pursuits.

- **Human Centered Design**: The key consideration of human-centered design in AI focuses on creating tools that support and improve human abilities instead of trying to replace them. In education, this means AI should act as a valuable assistant, handling simple tasks so that educators can concentrate on meaningful interactions with students. A human-centered approach ensures there is always human oversight. It empowers teachers with insights based on data while keeping their authority over decisions related to a student's learning and well-being. This philosophy aims to build a collaborative relationship where the AI's efficiency boosts the educator's creativity, empathy, and critical judgment. This leads to a more effective and fair learning environment for everyone.

- **Teacher Professional Development**: This consideration (Teacher Professional Development) is essential for effectively integrating AI in education. Simply providing tools is inadequate; educators require the knowledge and skills to ethically and pedagogically integrate this technology with confidence. As AI manages administrative tasks, teachers transition to facilitators. Proper training enables them to focus on high-value human-centric tasks like fostering critical thinking, creativity, and deeper student engagement. Investing in this development ensures AI acts as a valuable ally, rather than causing confusion.

IV. Activities.

Module I.

In module one, the activities conducted were focused on sharpening basic skills to perform online teaching, such as the use of tools to perform conferences, video meetings, the creation of visual material, etc. As an example of those activities can be mentioned group and/or individual practice of the technological tools such as Discussion forums, watching and analyzing tutorials on how to use the platforms and technological resources studied, also the creation of presentations about specific topics such as synchronous and asynchronous learning, besides that, learning how to organize content to be developed through a demo online class with the support of platforms like google classroom was part of the synchronous learning performed through the course.

The first activity carried out on this module was a Discussion Forum in Moodle. This task helped to enhance communication in a better way, and we got to know a little more about each other, also this helped to practice our English as well.

The next activity was the creation of infographics through Canva in which we described a tool used for academic purposes and its benefits. This helped to begin creating original material that can be easily used in any class.

The third one had the same purpose as the previous activity, creation of didactic material, however this was oriented to assessment since it was the creation of quizzes through Google Classroom, also evidence through screenshots was required though a PDF document.

After learning to create basic didactic material, quizzes for assessment, and getting to feel more comfortable speaking with each other, it was the moment to put into practice everything learned previously, the fourth activity was conducting a short demo online class which

consisted of creating a presentation, briefly explaining our topic and finally show the quizzes created earlier.

Module II.

The second module was oriented to the use of digital tools for academic purposes that can work as support for online education for different purposes such as the creation of exercises, assessment and didactic material to develop a variety of topics that need diversity of material; for example, the making of interactive quizzes and exercises that besides helping the facilitator to verify how well students are recalling the lessons, this through platforms like Live Worksheets.

The first activity was the creation of a tutorial video about the tool Live worksheets, in which we created interactive worksheets that can be shared and developed in our online classes, besides learning how to create material, we got tips on how to make a tutorial video, how to express properly our ideas on camera and finally uploading this video to YouTube.

The following activity was challenging but we got entertained and learned more about the usage of a new tool, Powtoon, during this task we created a video on a topic selected (Ethics and Considerations of the use of AI in education), by using different features from the application itself, such as adding avatars, adding music, audios, pictures, links and more.
The third activity was performed through Classroomscreen, we had to perform a class about an interesting topic and make accurate use of the different features the tool has, such as

randomizer, text, pictures, audio, video, QR Code, etc., besides this, lesson plan for this activity was required to make sure we performed the class as planned on paper.

The last evaluation was something new for most of us, it was challenging, but funny and productive since we learned something totally new, we created a scenario through the application Delightex in order to give life to a storytelling, this by initially creating a script for story telling, and secondly by using all the resources this tool has such as: 3D objects, Coding and Animation, Virtual and Augmented reality, Physics Engine, Community and Sharing, AI integration and more.

Module III.

During Module III, the main focus was on the creation of didactic materials for online teaching. The purpose behind this module was to explore creative strategies that can help improve student engagement and make the learning process more dynamic. Teaching in a virtual environment often presents challenges when it comes to keeping students motivated, so finding new tools and innovative approaches is essential. Through hands-on practice, participants explored different platforms and applications that allowed us to design engaging resources and rethink how content can be delivered in an online classroom.

The first activity involved creating a podcast, which served as an introduction to audio-based teaching tools. For this task, the platform Adobe Podcast was used, which is designed for designed for simple but high-quality voice recording and editing. Its use is one of its main advantages. Even without prior experience in audio editing, an individual can record and enhance our voices with minimal effort. The tool provides several useful features, including noise reduction, audio enhancement, and the ability to add sound effects such as openings,

endings, and transitions. These small elements make the final product more professional and enjoyable to listen to.

Once the podcast was completed, it was uploaded to SoundCloud to facilitate broader sharing and assess its accessibility. The process of recording, editing, and publishing the podcast was straightforward and very rewarding. This activity showed us that podcasts can be an excellent resource in education. They can be used to introduce new topics, summarize lessons, or give students additional explanations outside of regular class time. Because podcasts are portable and easy to listen to on any device, they give students more flexibility in how and when they engage with the material.

Overall, this activity highlighted the significance of audio resources in teaching. They are not only practical but also highly engaging, offering students a break from traditional text-based materials while still delivering important content in a professional format.

The second activity involved the use of Genially, an online platform known for creating interactive presentations and images. This tool is especially valuable in online education because it goes beyond static slides, giving teachers the ability to design content that students can actively explore.

For this project, an interactive image was created that allowed for the incorporation of a variety of resources. We embedded videos, articles, and web pages through hyperlinks, giving students direct access to supporting materials that enriched the main topic. One of the most interesting features of Genially is the possibility to add voice narration, which helps guide students through the content and makes the presentation feel more personal.

Additionally, the platform allows navigation through buttons or clickable images, turning a simple presentation into a dynamic learning experience.

Although, Genially offers many impressive features, we faced some limitations since not all tools were available in the free version. To unlock the full potential of the platform, a paid subscription is required. However, even with the free options, it was still possible to design engaging and professional-looking interactive images. This showed that creativity and resourcefulness can make up for technical limitations, and that effective teaching materials can still be developed without needing to pay for premium services.

Working with Genially was a very positive experience, as it demonstrated how technology can transform a presentation into something interactive and stimulating. Unlike traditional methods, interactive images give students the opportunity to explore the material in their own way and at their own pace, which supports different learning styles and encourages active participation.

In addition to the previous tasks, the module provided an opportunity to explore new digital tools that enriched our learning experience. With Google Vids, a tutorial video was created where the platform's features were explored and discovered its potential for instructional purposes. The final task involved using Google Sites, which allowed us to gather and showcase all the work completed in earlier activities throughout the course, giving us a clear and organized space to present our progress. Finally, we explored Photofunia, a creative webpage for editing images. This tool proved to be engaging and versatile, as it allowed us to design visually appealing materials capable of capturing students' attention and making classroom content more dynamic.

V. Achievements.

The curriculum, structured across three distinct modules, provided a comprehensive and practical exploration of digital educational tools. This section details the pedagogical and technological skills acquired through the strategic use of various online platforms, focusing on how these tools can be effectively integrated to address the unique challenges of a virtual learning environment, particularly in maintaining student engagement and fostering dynamic educational experience.

Module I: Online Foreign Languages Teaching.

The first module provided a foundation in structuring and facilitating digital interactions. A key learning experience was the creation and management of an asynchronous discussion forum. This activity highlighted the importance of establishing clear expectations and developing thought-provoking questions to encourage meaningful participation. The process underscored the necessity of scaffolding intellectual inquiry and ensuring all students have the opportunity to contribute their ideas and support their comments with evidence.

Furthermore, we explored the principles of visual communication through the development of infographics. This exercise demonstrated how to distill complex information into a concise and visually appealing format. The process required careful selection of imagery and minimal text to effectively convey a core message, reinforcing the idea that visual aids are a powerful tool for enhancing knowledge retention and making information more accessible.

The module culminated in the design and organization of a comprehensive virtual learning environment. This practical application provided insight into the structural design of a digital classroom, including the logical arrangement of course materials. We learned to integrate a

variety of resources, such as dedicated discussion forums, assignments, quizzes, and supplementary materials, all while ensuring a cohesive and intuitive user experience for students. This process emphasized the critical role of organization in creating a functional and effective online classroom.

Module II: Educational Applications for Learning a Foreign Language

The second module introduced a suite of tools for creating interactive and dynamic educational content. We began with a platform designed to produce engaging, interactive assessments and quizzes. This experience highlighted how non-conventional testing formats can reduce student anxiety and make the evaluation process more engaging. The ability to create visually appealing and interactive quizzes proved to be a valuable skill for adapting assessments to an online context, whether for asynchronous or synchronous delivery.

Subsequently, the course provided instructions on a variety of multimedia creation tools to produce animated presentations, narrated videos, and educational storytelling. The use of these platforms demonstrated that there are virtually no limits to capturing and maintaining student attention in a virtual setting. While mastering a new tool requires a significant time investment, the pedagogical payoff is substantial, as these applications enable educators to cater to diverse learning styles and present information in a fresh, compelling manner. The integration of these tools into a formal lesson plan was a critical component of our learning, as it demonstrated how to strategically sequence content to maintain student interest and ensure the smooth flow of a class.

Module III: Design of Didactic Materials for Virtual Environments.

The final module focused on advanced communication and the integration of rich media to enhance the learning experience. We were introduced to a powerful podcasting tool, which provided insight into the production of high-quality audio content. The process involved more than just recording, as the platform's features for sound enhancement and the addition of introductory and concluding segments underscored the importance of professional-grade audio for delivering lectures or supplementary material.

The module concluded with the exploration of an interactive presentation platform. This tool demonstrated how to move beyond linear presentations by creating hyperlinked content within a single image or slide. This capability allows for the creation of a non-linear information structure, enabling students to explore topics at their own pace and depth by navigating to different articles, videos, or web resources. This skill is vital for fostering student autonomy and providing a richer, more comprehensive learning experience.

From these additional activities, several important achievements emerged. By using tools such as Google Vids, Google Sites, and Photofunia demonstrated how effectively digital resources can be integrated into the teaching and learning process. These tools not only make lessons more engaging and visually stimulating for students, but they also encourage us as teachers to continue learning and adapting to new technologies. Each platform expanded our digital skills and reminded us that innovation plays a key role in creating meaningful educational experiences. Ultimately, these achievements highlighted how technology can benefit both teaching and learning by fostering creativity, adaptability, and ongoing professional growth.

This course provided a comprehensive understanding of how online platforms are not merely tools but integral components of a robust pedagogical strategy. It was learned that the successful implementation of digital education depends on the ability to select the right tools for the job, creatively integrate them into lesson plans, and continuously adapt to new technologies. The skills acquired throughout these three modules have prepared us to design and deliver engaging, effective, and forward-thinking educational experiences for the modern student.

VI. Conclusions.

1. Exploring different online platforms made it clear that educational technology isn't valuable just because it exists, it matters how it's used. What really makes a difference is choosing the right tools and using them in a way that supports specific learning goals. When technology is thoughtfully integrated into lessons, it turns learning from something passive into something active and engaging, helping students connect more deeply with the material.

2. A key takeaway was the significant power of dynamic content. Interactive quizzes, short animations, and immersive activities showed that online learning works best when it goes beyond static slides or PDFs. These tools don't just make lessons more fun; they also make information easier to remember and more accessible for different types of learners, creating a virtual classroom that feels more inclusive and stimulating.

3. The experience also highlighted how essential communication tools are in online learning. Discussion forums and real-time chats help bridge the gap of physical distance, making students feel part of a community. With clear guidelines and opportunities for real conversation, these platforms provide learners with a space to share, connect, and stay engaged; not just with the teacher, but with each other.

4. Beyond mastering the tools themselves, a more important lesson was the value of a digital mindset. Working with the new and sometimes complex platforms serves as a reminder that educators must remain flexible and open to change. Being curious, willing to experiment, and ready to adapt is now one of the most crucial skills an instructor can possess. This is what enables them to keep pace with and leverage technology as it evolves.

5. Finally, these tools showed just how much potential there is for personalized learning. Features that let students explore content in different ways or choose from a variety of

assignments give them more control over their education. Such flexibility helps move away from the traditional one-size-fits-all approach and foster a more dynamic, student-centered learning experience that adapts to individual needs and encourages a sense of ownership.

VII. Recommendations.

Recommendation for the Administration of the Faculty of Humanities, University of El Salvador.

1. Prioritize a growth mindset and ongoing professional development.

The rapid pace of technological innovation means that an educator's journey with edtech is never complete. You should prioritize a growth mindset, viewing new tools and platforms not as challenges but as opportunities for continuous learning. Make a habit of seeking out professional development, whether through webinars, online courses, or peer collaboration. Regularly exploring emerging technologies like AI-powered learning systems or new immersive platforms will ensure your teaching remains relevant, dynamic, and effective.

2. Move from tool focused to pedagogically driven integration.

While you've gained proficiency with a variety of tools, the next step is to move beyond simply using them and to focus on pedagogically driven integration. This means always asking, "How does this technology enhance the learning objective?" instead of "What can I do with this tool?" The aim is to create a seamless learning experience where the technology is invisible, with the focus remaining on student engagement, collaboration, and critical thinking. Your lesson planning should start with the educational goal and then thoughtfully select the technology that best helps students achieve it, ensuring that every tool serves a clear purpose.

3. Leverage data to personalize and adapt learning experiences.

The final recommendation is to use the data and analytics available through many digital platforms to create truly personalized and adaptive learning experiences. The platforms used, from interactive quizzes to virtual classrooms, provide a wealth of information on

student performance, engagement levels, and areas of difficulty. By regularly analyzing this data, you can move beyond a one-size-fits-all approach. This allows you to tailor your support, provide targeted resources to struggling learners, and create customized learning paths that cater to each student's individual needs and pace.

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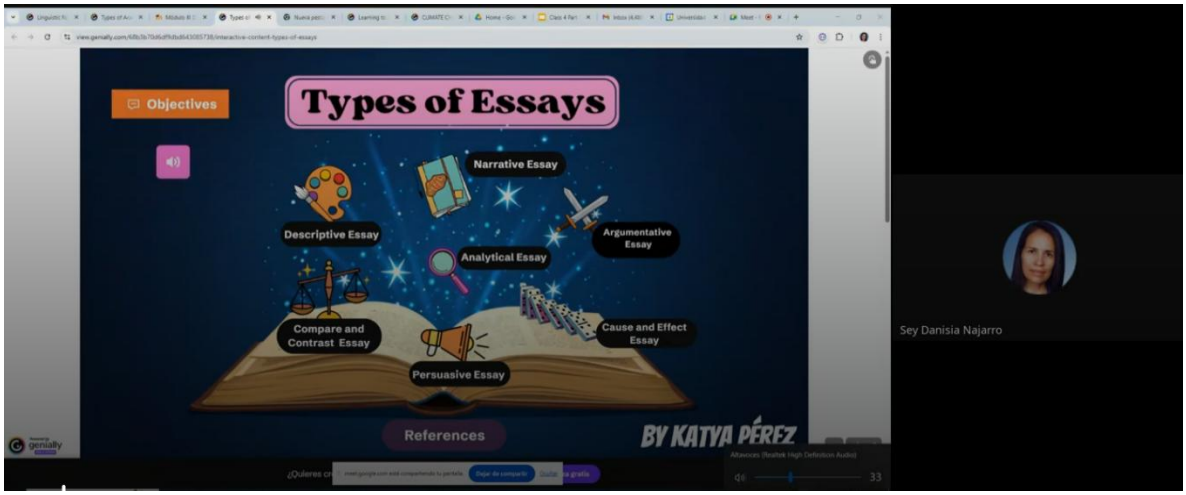
IX. Appendix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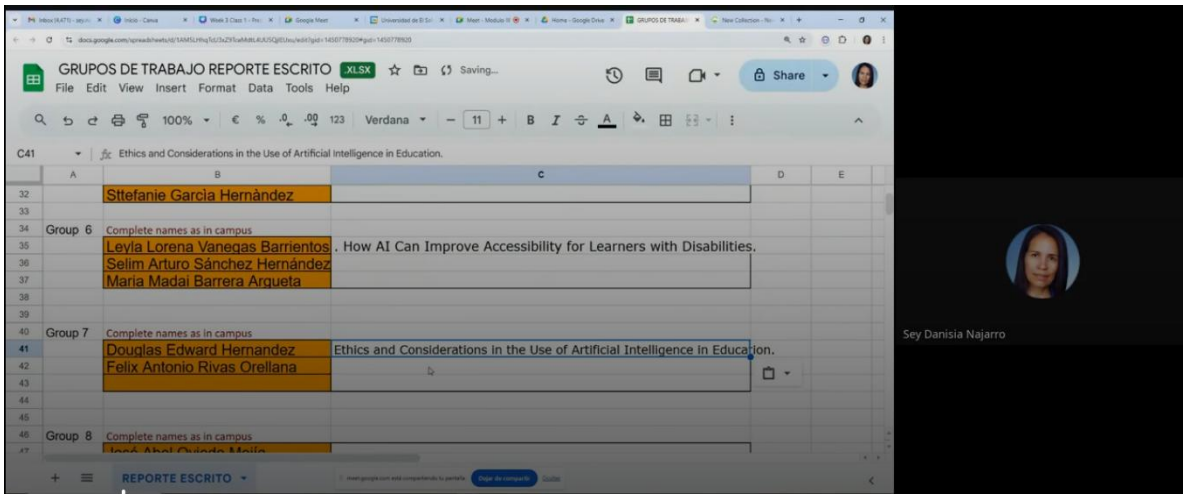
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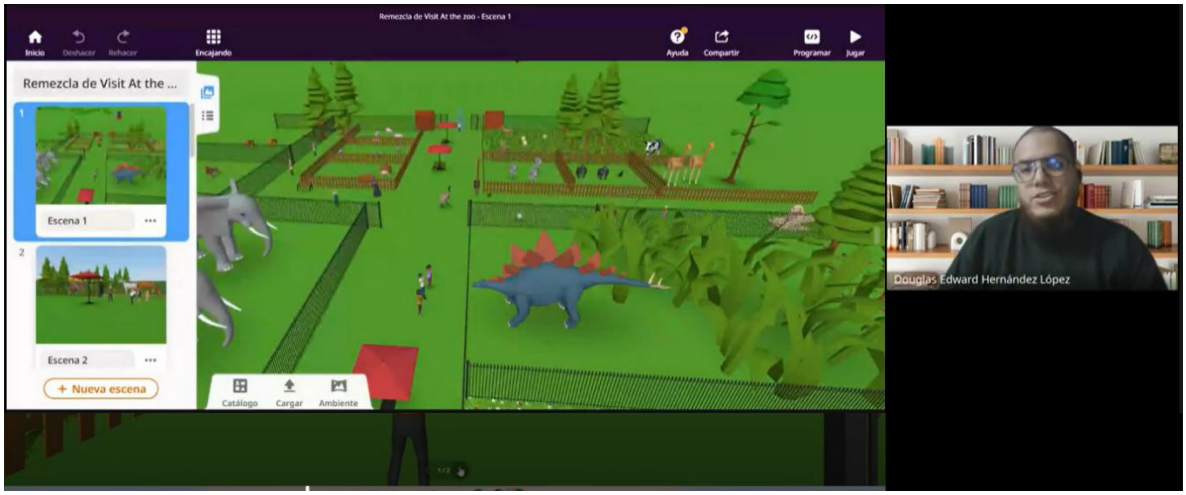
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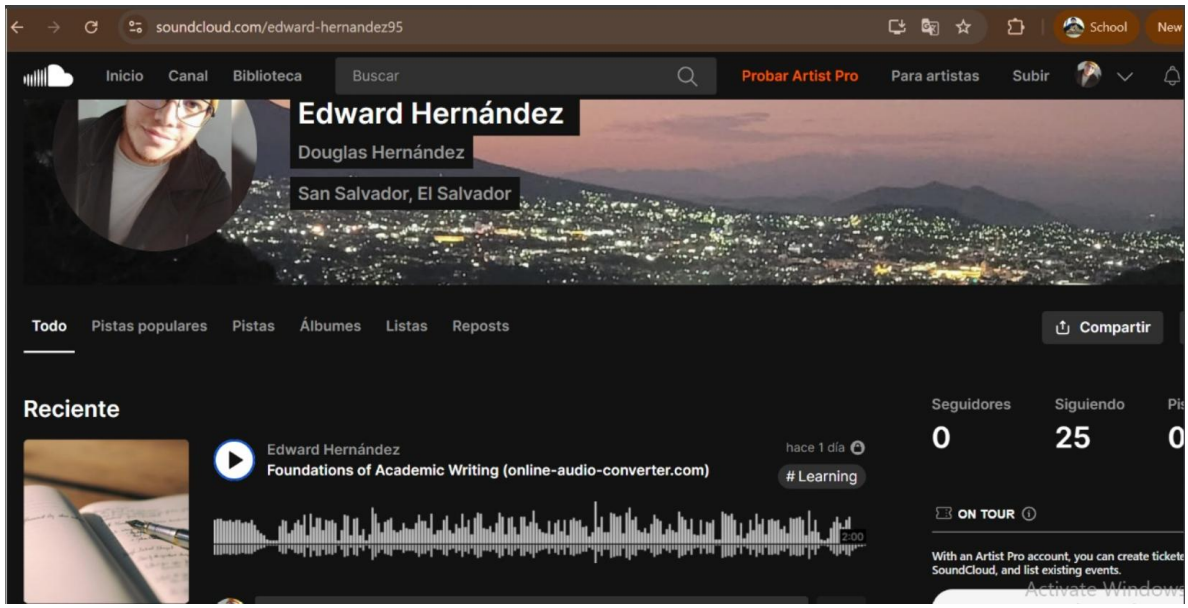
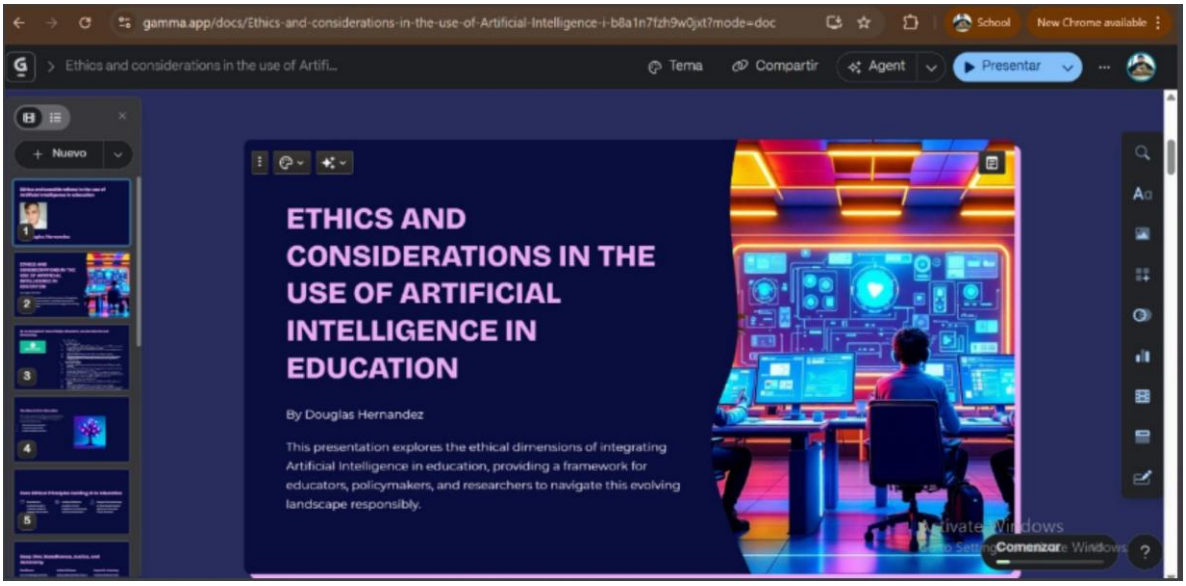
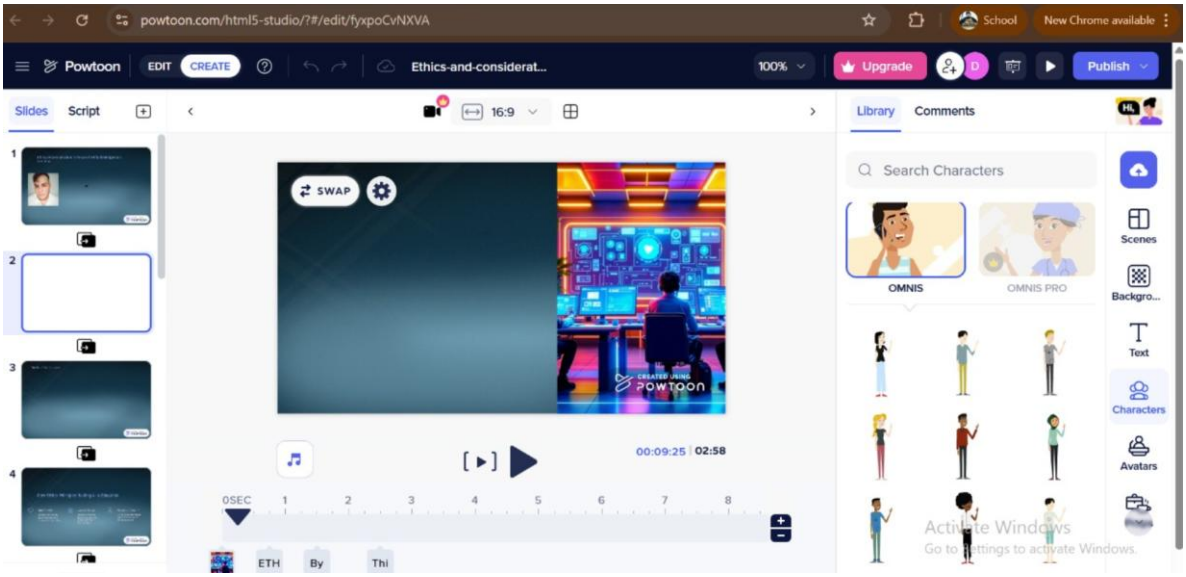

soundcloud.com/edward-hernandez95
School
New
Inicio
Canal
Biblioteca
Buscar
Probar Artist Pro
Para artistas
Subir
Edward Hernández
Douglas Hernández
San Salvador, El Salvador
Todo
Pistas populares
Pistas
Álbumes
Listas
Reposts
Compartir
Reciente
Edward Hernández
Foundations of Academic Writing (online-audio-converter.com)
hace 1 día
Learning
2:00
Seguidores
0
Siguiendo
25
ON TOUR
With an Artist Pro account, you can create ticket
SoundCloud, and list existing events.


gamma.app/docs/Ethics-and-considerations-in-the-use-of-Artificial-Intelligence-i-b8a1n7fzh9w0jxt?mode=doc
School
New Chrome available
Ethics and considerations in the use of Artifi...
Tema
Compartir
Agent
Presentar
Nuevo
ETHICS AND CONSIDERATIONS IN THE USE OF ARTIFICIAL INTELLIGENCE IN EDUCATION
By Douglas Hernandez
This presentation explores the ethical dimensions of integrating Artificial Intelligence in education, providing a framework for educators, policymakers, and researchers to navigate this evolving landscape responsibly.
Comenzar


powtoon.com/html5-studio/?#/edit/fyxpoCvNXVA
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Comments
Search Characters
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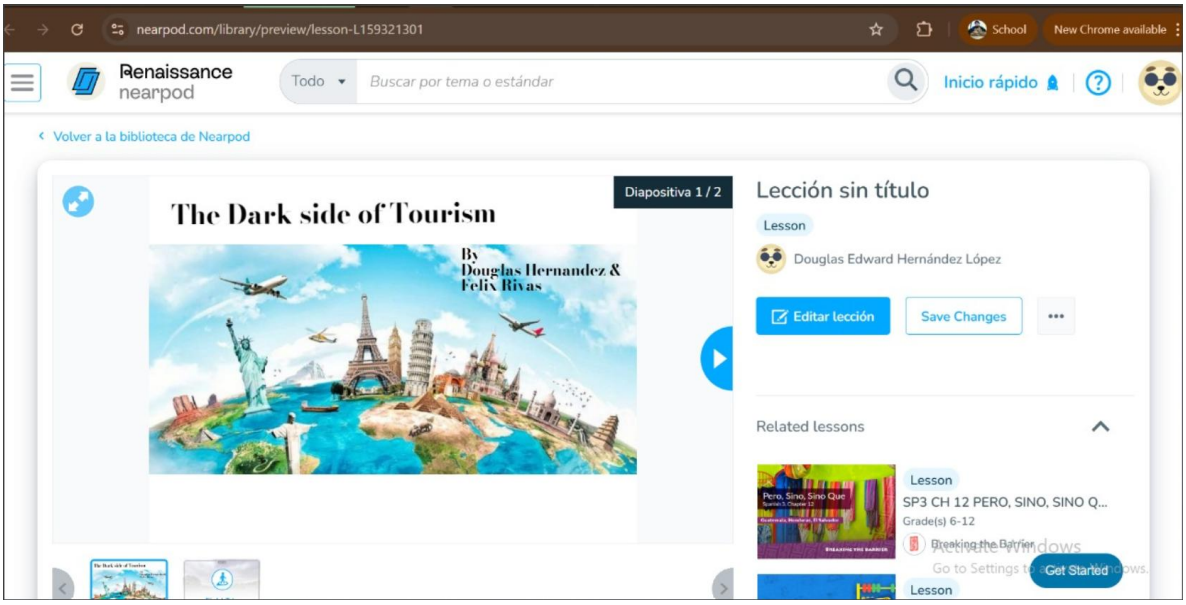
nearpod.com/library/preview/lesson-L159321301
School
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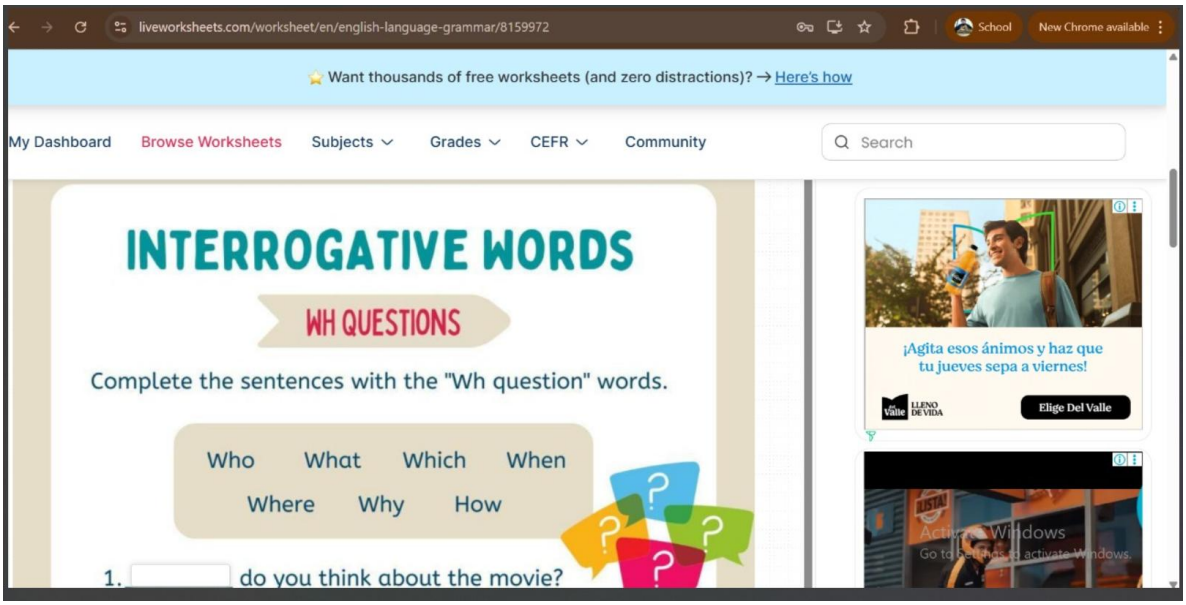
Renaissance
nearpod
Todo
Buscar por tema o estándar
Inicio rápido
Volver a la biblioteca de Nearpod
Diapositiva 1 / 2
The Dark side of Tourism
By
Douglas Hernandez &
Felix Rivas
Lección sin título
Lesson
Douglas Edward Hernández López
Editar lección
Save Changes
Related lessons
Lesson
SP3 CH 12 PERO, SINO, SINO Q...
Grade(s) 6-12
Breaking the Barrier
Get Started
Lesson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Browse Worksheets
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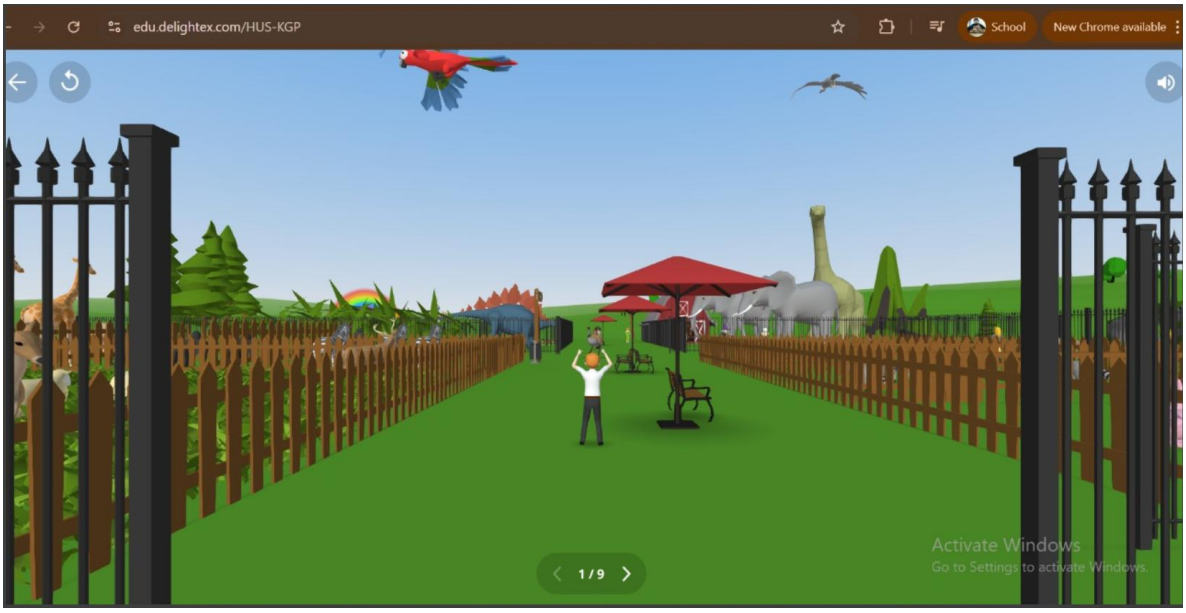
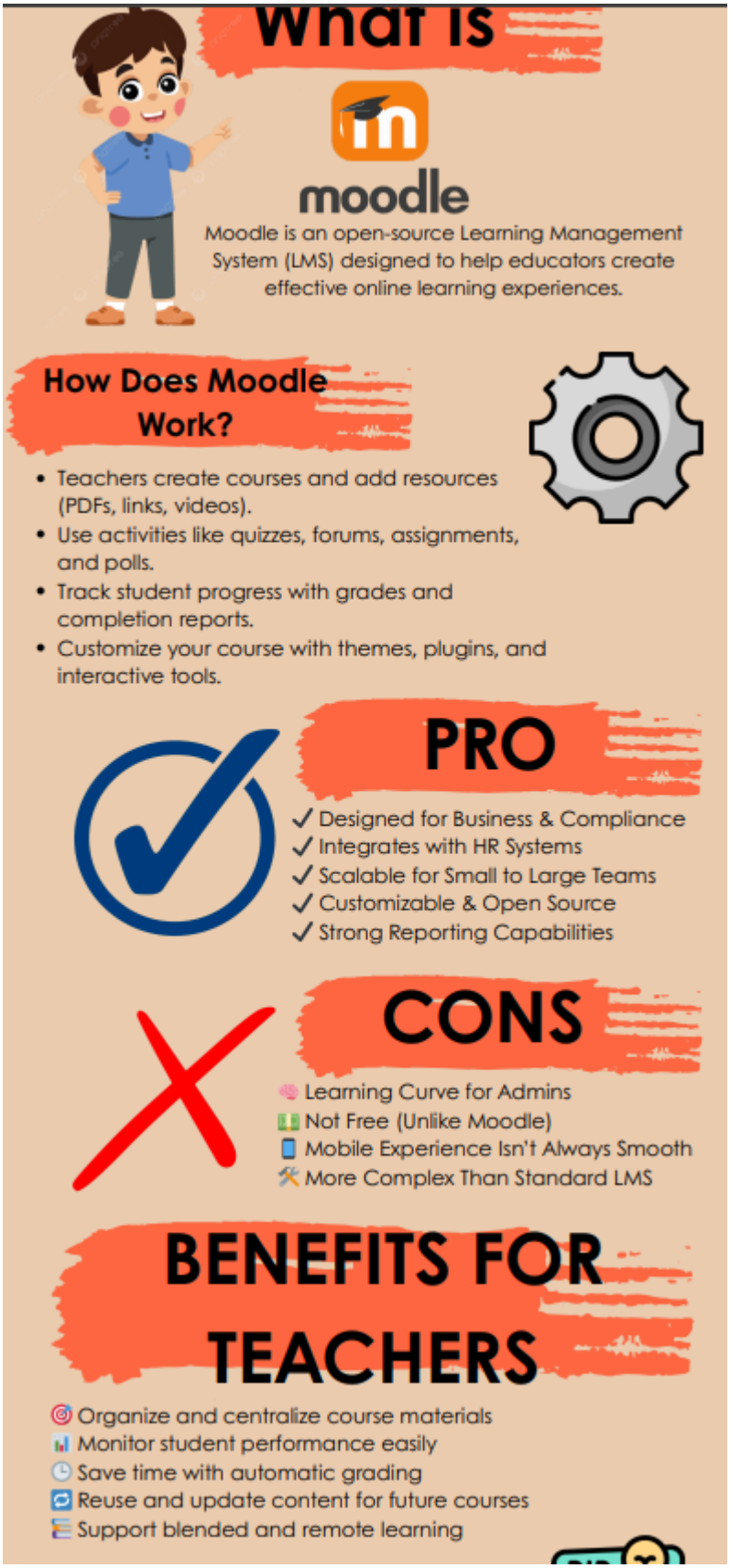
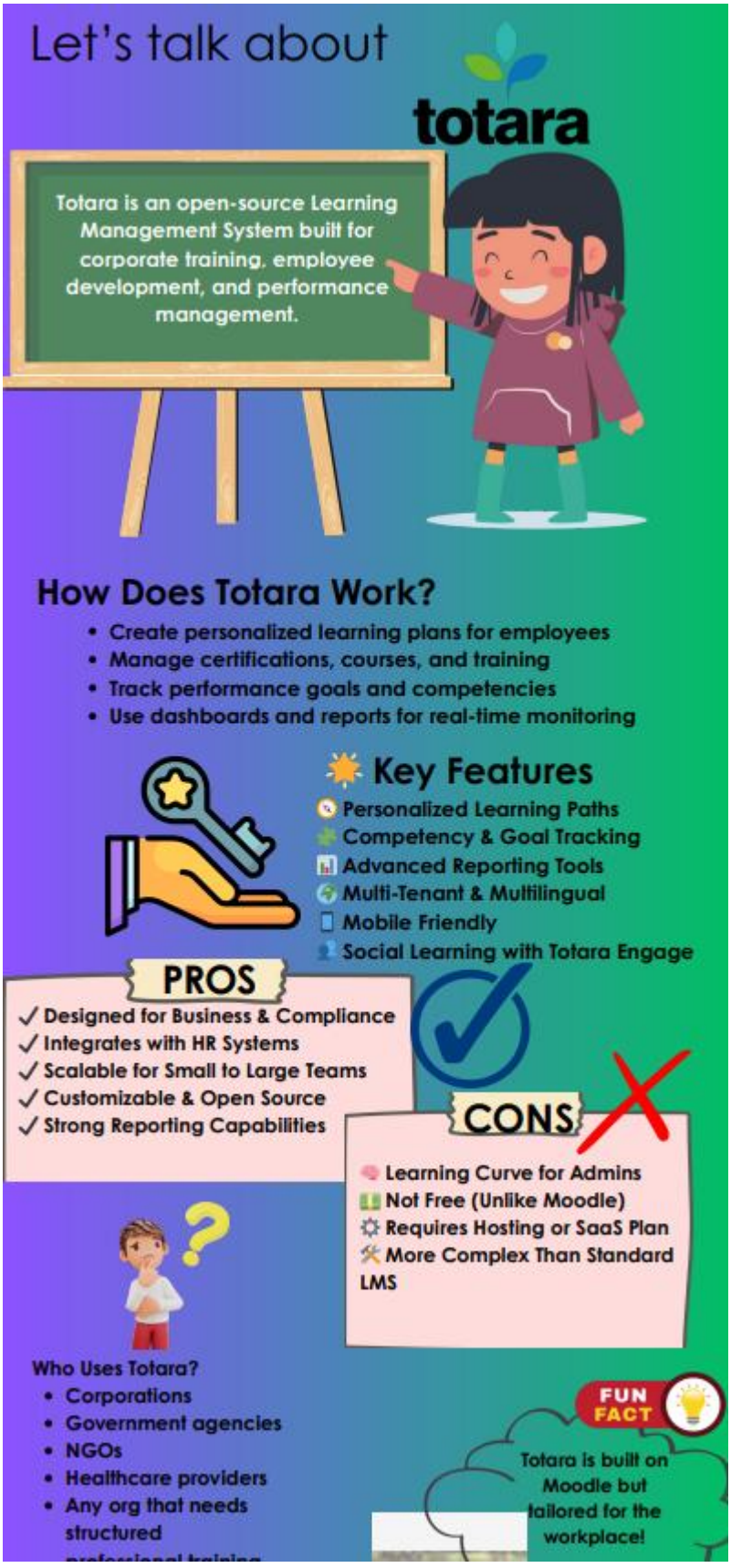
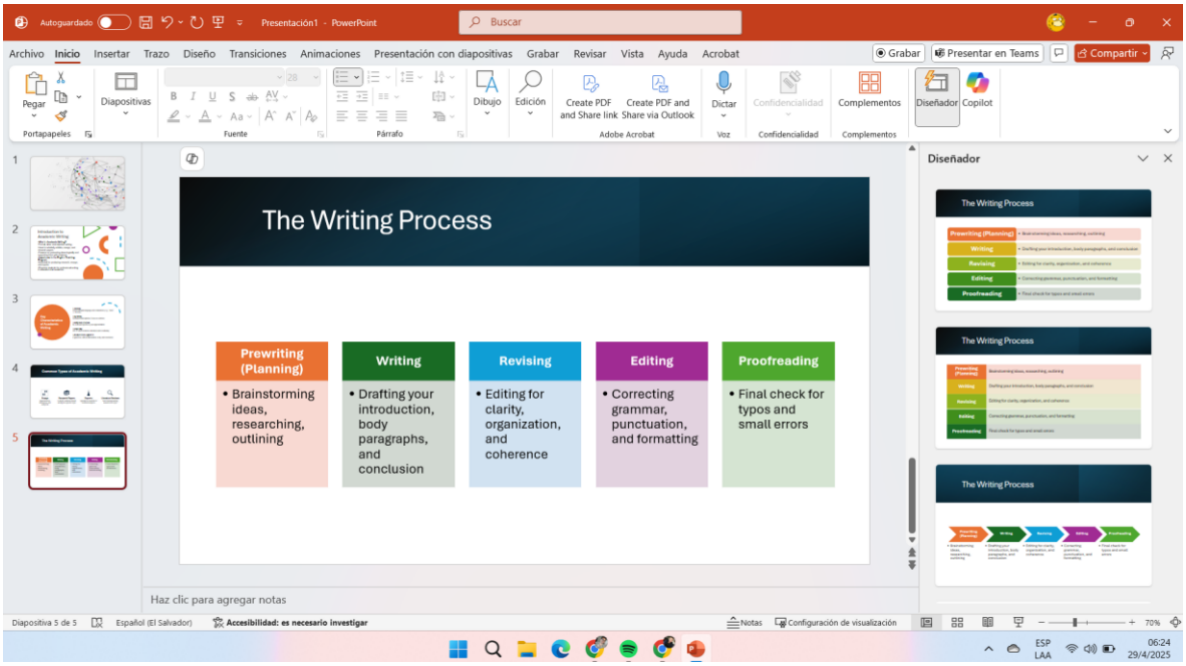
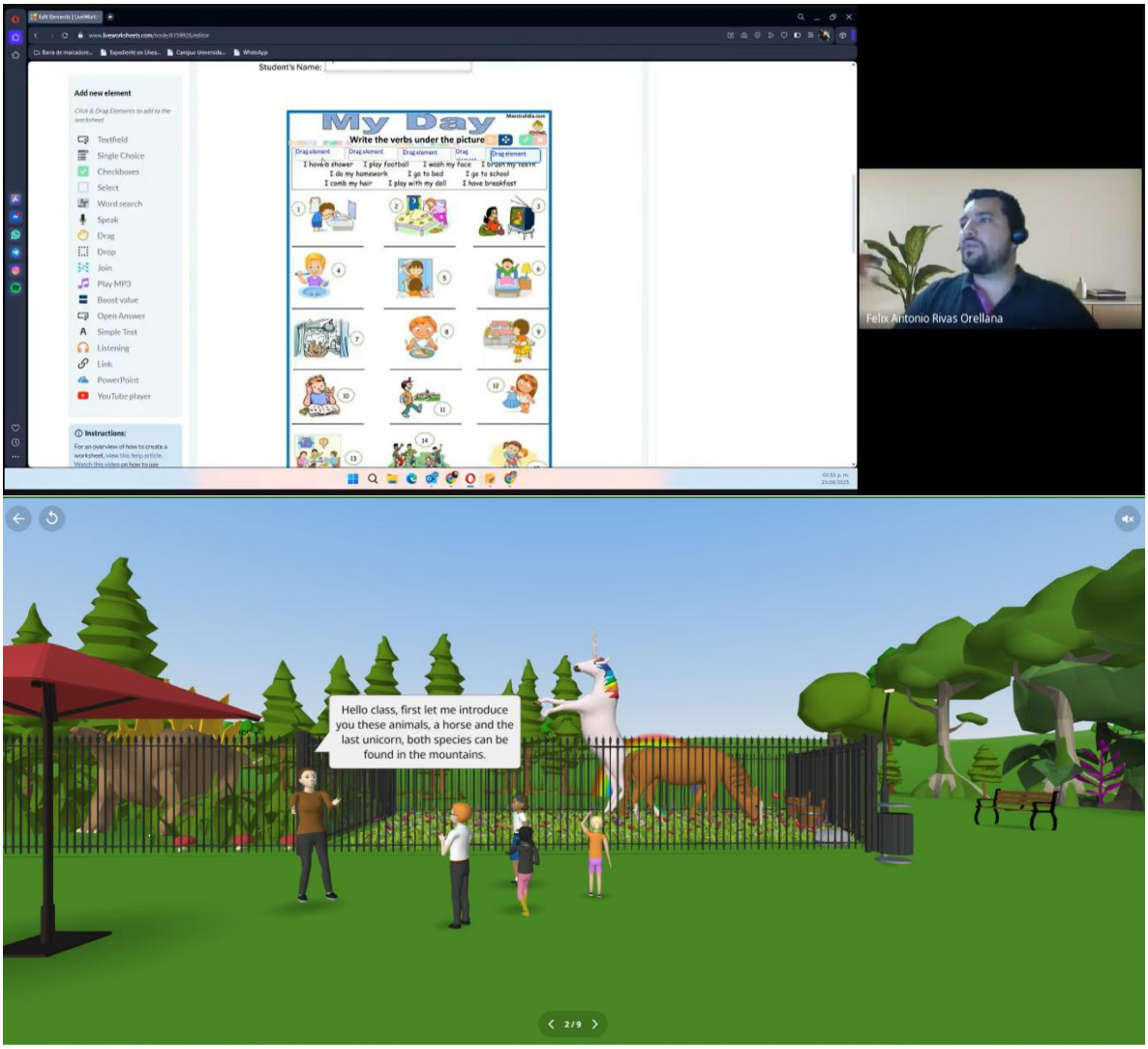
CEFR
Community
Search
INTERROGATIVE WORDS
WH QUESTIONS
Complete the sentences with the "Wh question" words.
Who
What
Which
When
Where
Why
How
1. do you think about the movie?
¡Agita esos ánimos y haz que tu jueves sepa a viernes!
Elige Del Valle


edu.delightex.com/HUS-KGP
School
New Chrome available
1 / 9
Activate Windows
Go to Settings to activate Windows.


What is
moodle
Moodle is an open-source Learning Management System (LMS) designed to help educators create effective online learning experiences.
How Does Moodle Work?
• Teachers create courses and add resources (PDFs, links, videos).
• Use activities like quizzes, forums, assignments, and polls.
• Track student progress with grades and completion reports.
• Customize your course with themes, plugins, and interactive tools.
PRO
✓ Designed for Business & Compliance
✓ Integrates with HR Systems
✓ Scalable for Small to Large Teams
✓ Customizable & Open Source
✓ Strong Reporting Capabilities
CONS
Learning Curve for Admins
Not Free (Unlike Moodle)
Mobile Experience Isn't Always Smooth
More Complex Than Standard LMS
BENEFITS FOR TEACHERS
Organize and centralize course materials
Monitor student performance easily
Save time with automatic grading
Reuse and update content for future courses
Support blended and remote learning


Let's talk about
totara
Totara is an open-source Learning Management System built for corporate training, employee development, and performance management.
How Does Totara Work?
• Create personalized learning plans for employees
• Manage certifications, courses, and training
• Track performance goals and competencies
• Use dashboards and reports for real-time monitoring
Key Features
Personalized Learning Paths
Competency & Goal Tracking
Advanced Reporting Tools
Multi-Tenant & Multilingual
Mobile Friendly
Social Learning with Totara Engage
PROS
✓ Designed for Business & Compliance
✓ Integrates with HR Systems
✓ Scalable for Small to Large Teams
✓ Customizable & Open Source
✓ Strong Reporting Capabilities
CONS
Learning Curve for Admins
Not Free (Unlike Moodle)
Requires Hosting or SaaS Plan
More Complex Than Standard LMS
Who Uses Totara?
• Corporations
• Government agencies
• NGOs
• Healthcare providers
• Any org that needs structured
FUN FACT
Totara is built on Moodle but tailored for the workplace!


Presentación1 - PowerPoint
Buscar
Archivo Inicio Insertar Trazo Diseño Transiciones Animaciones Presentación con diapositivas Grabar Revisar Vista Ayuda Acrobat
Grabar
Presentar en Teams
Compartir
Pegar
Diapositivas
Portapapeles
Fuente
Párrafo
Dibujo
Edición
Create PDF and Share link
Create PDF and Share via Outlook
Adobe Acrobat
Dictar
Voz
Confidencialidad
Complementos
Diseñador
Copilot
The Writing Process
Prewriting (Planning)
• Brainstorming ideas, researching, outlining
Writing
• Drafting your introduction, body paragraphs, and conclusion
Revising
• Editing for clarity, organization, and coherence
Editing
• Correcting grammar, punctuation, and formatting
Proofreading
• Final check for typos and small errors
Diseñador
Haz clic para agregar notas
Diapositiva 5 de 5
Español (El Salvador)
Accesibilidad: es necesario investigar
Notas
Configuración de visualización
70%
ESP
LAA
06:24
29/4/2025


Student's Name:
Add new element
Textfield
Single Choice
Checkboxes
Select
Word search
Speak
Drag
Drop
Join
Play MP3
Boost value
Open Answer
Simple Text
Listening
Link
PowerPoint
YouTube player
Instructions:
My Day
Write the verbs under the picture
I have a shower
I play football
I wash my face
I brush my teeth
I do my homework
I go to bed
I go to school
I comb my hair
I play with my doll
I have breakfast
Felix Antonio Rivas Orellana
Hello class, first let me introduce you these animals, a horse and the last unicorn, both species can be found in the mountains.
2 / 9

Felix Rivas_Video | Jul 9, 2025