

UNIVERSITY OF EL SALVADOR  
SCHOOL OF SCIENCE AND ARTS  
FOREIGN LANGUAGE DEPARTMENT



**The Teaching-Learning process of the English language developed through the use of Online courses and various didactics virtual tools in the English Language**

**El proceso de enseñanza-aprendizaje del idioma inglés que se desarrolla por medio de Cursos en Línea y varias herramientas didácticas virtuales en el Idioma Ingl.**

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**INFORME FINAL DEL CURSO DE ESPECIALIZACIÓN ADMINISTRACIÓN DE AMBIENTES VIRTUALES PARA LA ENSEÑANZA Y APRENDIZAJE DEL IDIOMA EXTRANJERO EN LA MODALIDAD DE CLASES VIRTUALES PARA OBTENER EL TÍTULO DE LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA.**

**LAST REPORT OF THE SPECIALIZATION COURSE OF ADMINISTRATION OF VIRTUAL ENVIRONMENTS FOR THE TEACHING-LEARNING OF A FOREIGN LANGUAGES IN THE MODALITY OF ONLINE CLASSES TO OBTAIN THE DEGREE OF BACHELOR OF TEACHING ENGLISH DEGREE.**

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## ABSTRACT

The Following instrument will be developing the different results obtained during the course of specialization of the course *“The virtual administration of Virtual Environments for the Teaching and Learning of Foreign Languages in the modality of online classes “*. The following document will be covering different aspects based on the content developed, such as, Learning management system, theory and based on the education where methodologies and techniques work along to find the best approaches on the education process.

In addition, the team will be developing all this content based on the online teaching-learning process and new technologies that the world has, such as the applications used during the course. For instance: Google classroom, google meet, zoom, flipgrid, genially were some of the apps that will lead to polish the skills students need to improve on the virtual environments. Finally, some recommendations and conclusions will be shared to provide an in-depth view from the participants on the course.

**Keywords:** LMS, virtual tools, e-Learning, virtual environments, virtual contents.

## I. INTRODUCTION

In 2019 the covid-19 affected worldwide different environments that needed to adapt to the new reality. This new modality or reality proposed to students and teachers to change the methodologies, techniques and tools used for the teaching-learning process. Due to the increasing cases of the virus and the reduction of face-to-face interaction, the process to adapt all the theory into the practice along with the online procedures that faced teachers and students was a challenge at the first stages of the pandemic.

Consequently, best approaches to the teaching-learning process needed to be applied in the recent future with the proper procedures and the correct way for the teachers to face the new modality with the different ideas and knowledge about this new environment. Training and application of the process was a must. Different institutions took responsibility and decided to take action. The Foreign Language Department, FLD at the University of El Salvador acknowledges the necessity of the future teachers to gain knowledge of the field. The FLD with the support of the authorities created and developed a course with specific tools and processes for the new modality.

Therefore, in the following document students will find the detailed development of the course of specialization with different approaches provided by the facilitators during the courses where the participants discussed different learning theories, techniques and challenges faced by the new modality. Besides, an explanation of the different tools/applications that provide to the learning-process more approaches. Finally, recommendations and conclusions are added to the text to share a personal view with the details needed for the understanding of this material. All this information based on the course developed and entitled. "Specialization course in Administration of virtual Environments for the Teaching and Learning of Foreign Languages".

## II. OBJECTIVES

### 1. General objectives:

- To qualify graduates of the bachelor's degree in English Teaching in the use of Learning Management Systems, e-studying tools as didactic tools for virtual environments of the teaching English language.

### 2. Specific Objectives:

- To develop different ways to create e-materials and use some Learning Management Systems available on the net.
- To apply e-learning tools according to the skills to cover and develop during the online classes and along with the synchronous class activities.
- To create online materials that can be shared with the virtual modality on differences applications and platforms online.

### III. THEORETICAL FRAMEWORK

Online education is not a brand new way of Educational application; However, the effect of the global pandemic spread this method of the teaching-learning process that all the world knows. As a result, everybody needed to adapt the tools and resources in order to apply online learning to continue in the best way possible with the continuity of Education regardless of the pandemic. El Salvador, as many other countries, sum up to the effort of the non-stop education process and do it online; However, it has not been easy not only for the educational institutions but teachers and the most affected population: students and teachers.

At the earliest 2020, when covid sent everybody to quarantine classes went off as the authorities of the country found a way to solved it; however, the same year by the online new *Gato Encerrado* “La Educación en El Salvador durante la crisis” inquiries about the holes Salvadorian education has and the fact that the country was not prepared to join into the digital world as easy as other countries. As also explained during the investigation the different previous attempts for the Salvadorian education to jump into the technological environment. The challenge is still on board.

Different methodologies were provided during the pandemic as online guides that were uploaded to the online portal of the Educational Minister, according to the investigation provided by *Gato Encerrado*, but the limited or non-existing access to online basic tools for the students has been the challenge. A huge portion of the students and teachers were unable to access desktop computers, or laptops, some of them resolved with a smartphone and limited time to be online. As the investigation stated the following: “Los docentes de escuela están acostumbrados a las clases presenciales con poco uso de los recursos digitales. En este sentido, no están lo suficientemente preparados o poseen poca experiencia en entornos virtuales”, *Gato Encerrado* (April 2020). There was no correlation between the effectiveness of the learning-teaching process through the online services and the productivity or knowledge either from the students as the teachers from the use of the technological devices.

As of now, on the 2021 and according to the digital news *contrapunto* and its investigation “Brecha digital: El tropiezo para la educación en El Salvador” states that more than the 90% of the students out of the metropolitan area and in the rural areas does not have access to internet, as consequence most of the students struggle during and after quarantine to receive an standard level of education. The lack of resources, such as the internet is a big challenge for students that, according to the investigation, needed to find resolutions to receive their classes. The fact that many students needed to climb trees to gather a good signal for their class brings us to the question: Is the Online learning-process in education successful in El Salvador?

On the other hand, Students that do not have these kinds of challenges have received their classes with the closest to normality during the pandemic facing other challenges such as: teachers with lack of preparation of the technological devices as teachers were not familiarized with the technological tools for the online class format. The lack of experience in the online environments showed the necessity to formalize the standard online teaching-learning process; However, for these students it may become an autodidact situation in most of the cases. Students that research, prepare their own way of learning due to the lack of interest during the Online Environments. Either having the best resources available or lacking the basic necessities to complete a class, students had been resilient to the learning process and as the investigation developed. “...there is an impressive body of evidence on how teaching methods and curriculum design affect deep, autonomous, and reflective learning. Yet most faculty are largely ignorant of this scholarship, and instructional practices and curriculum planning are dominated by tradition rather than research evidence. As a result, teaching remains largely didactic, assessment of student work is often trivial, and curricula are more likely to emphasize content coverage than acquisition of lifelong and life-wide learning skills.” Knapper, 2010, p. 229

Finally, students and teachers can advocate to the following instrument there is a description of differences approaches the University of El Salvador took as an advantage to

train future teachers on the Foreign Language Department. Thus, teachers will be able to assist properly in the online environment with a course of specialization in this field. where there is a description of the Learning Management systems, tools useful that nowadays is a necessity to be up to date with the different LMS teachers can use for the classes. Furthermore, a description and explanation of the use of the different tools that can be provided to students to improve and practice the main skills and as an effect the sub-skills needed to gain more knowledge about a foreign language.

To sum up, and after almost two years of the real application of the Online Classes The country still has improvements to do, challenges to cover and a grand experience to perform, deliver, create, innovate and, most importantly, transmit the content to the students. Besides the fact that classes are getting back to normal, there is a big chance for the Salvadorian educational system to gather experience and apply it to ensure the access of the education to all the students in El Salvador and the Foreign Language Department at the University of El Salvador are working and improve while involving future teachers to improve the delivery of a class along with the new technologies.

## **IV. LEARNING MANAGEMENT SYSTEM (LMS) & VIRTUAL PLATFORMS.**

### **1. Course I - Definition.**

- During the first module the students received the introduction of new subjects/definitions that helped to understand what technology tools can cover in the virtual environment.

The Learning Management System (LMS) is a software application or web-based technology used to plan, implement and assess a specific learning process. Nowadays, it is used for e-Learning practices. In other words, it's a server that performs the base functionality and a user interface that is operated by instructors, students and administrators. "Learning management system provides an instructor with a way to create and deliver content, monitor student participation and assess student performance." Brush, (2019).

### **2. What are learning management systems used for?**

The specific role of the LMS will vary according to the organization's training strategy and goals. In e-Learning, LMS can do wonders to enhance students' learning experience and improve teaching activities, whether they're instructor-led, self-paced or have a blended learning and microlearning approach. "An LMS also provides teachers with one central location for lesson and assessment planning, student feedback portals, parent and family reports, end-of-course grades, just to name a few." Education, (2022)

## **BENEFITS**

### **3. The design of digital materials to be used in the teaching and learning.**

Teachers must be familiar with the main academic language skills: writing, reading, listening, speaking. We know how these complex bundles of skills are broken down into separate skills - such as summarizing a text or listening and notetaking - that can be identified and practiced, often in isolation. In this way they can be organized into a syllabus and taught systematically as, for example, an academic writing syllabus. It is important to examine the

relevance of using innovative teaching methods in the system of education, taking into account some current trends and the need to introduce new approaches, as well as the new design of digital materials to use in the classroom when teaching and learning a new language, in this case the English language.

It is very helpful for both, teachers and students, to innovate when teaching and learning a new language. Nowadays, technology gives us the opportunity to have different ways of teaching and learning. There are many activities Teachers and students can do during classes to understand and make the students get involved in the class and the topics teachers are sharing. As well due to the threat of COVID-19, many places including colleges and universities are facing decisions about how to continue teaching and learning while keeping their faculty, staff, and students safe from a public health emergency that is moving fast and not well understood. Many institutions have opted to cancel all face-to-face classes, including labs and other learning experiences, and have mandated that faculty move their courses online to help prevent the spread of the virus that causes COVID-19.

A rapid development of technology dramatically influences all spheres of our life, teaching included. A plethora of materials and resources available for teachers has become amazing. It is not a problem today to find on the internet lesson plans, handouts, pictures, audios, films on any topic. These opportunities definitely make the teachers' life easier, their lessons more interesting and stimulating, and their students more motivated. At the same time it helps students to learn in different ways and not only in the traditional process. This makes them feel interested in a foreign language.

The design of digital material for classes is pretty easy due to the fact that everything can be found on the internet. Materials such as games, worksheets, role plays, as well many apps that help the students and teachers to get different approaches and learning methods.

The development of digital technologies in education, on the one hand, opens up new opportunities. Educational technology trends have been emerging year by year, paving the way for new learning experiences and providing innovative approaches to achieve main goals of education. On the other hand, these trends pose new challenges as well. Online learning

carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise. These hurried moves online by so many institutions at once could seal the perception of online learning as a weak option, when in truth nobody making the transition to online teaching under these circumstances will truly be designing to take full advantage of the affordances and possibilities of the online format. Today's digital generation, also known as "Generation Z", who are born in the time of digitalization prefers to be taught by using new technologies, particularly by applying web based games and e-tools in a fun-filled and non-stressful atmosphere, since many of them first learned to handle a tablet or a smartphone, and the internet has become an inseparable part of their lives. Therefore, there is a need to supplement lessons with versatile digital tools that help to create an environment of competition, challenge, collaboration and fun.

The internet offers teachers different kinds of online tools and games for educational purposes, and foreign language teaching is not an exception. However, not all of them can meet the requirements of the learning process and correspond to the levels and interests of students. To evaluate the potential of using digital education tools, which teachers can employ to foster students' collaboration and motivation in an English language teaching (ELT) classroom. All this makes the material design course an indispensable part of the curriculum of any teacher training institutions.

## **V. EDUCATIONAL APPLICATIONS FOR LEARNING A FOREIGN LANGUAGE**

### **1. Module II - Definition**

- Theoretical fundamentals and the use of technological tools or apps for teaching-learning a foreign language in a virtual modality. The technological tools that were used to teach online are the following: edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.

The applications or tools used during this module had as objectives:

- to get teachers familiar with theoretical information about technological tools for teaching learning a language and the functions that the app provides to the class advantages and disadvantages.

In this module, students were able to analyze at least eight technological tools and learned their usages in the teaching-learning process in virtual environments. Moreover, activities based on instructional practices, The academic activities of this module were developed online and cooperative learning emerged spontaneously, according to the requirements from the course.

### **2. Activities during the module II**

During this module students learned how to create videos using different digital tools. First of all, Powtoon was one of the tools to create and produce a video for the class, (Powtoon Ltd. is a British company which sells cloud-based animation software for creating animated presentations and animated explainer videos. The name "Powtoon " is a portmanteau of the words "PowerPoint" and "Cartoon".) This tool was so useful. Students and teachers are able to use it in different ways, for instance: When teaching new vocabulary or to make sure the students are able to understand and learn in a visual style.

During module II students performed different activities that needed to be completed with the application or tool. It also mentioned the features and the benefits of the tool, and some scenarios where the team could use it.

In addition, Students practice how to create an infographic. Using educational tools such as the CANVA website. Canva is an Australian graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content. The app includes templates for users to use. This helps students to sum up the information in a visual way. For example, Students and teachers can prepare with the use of the templates or create an infographic from scratch to explain to them a specific topic that is required step by step and share it in a visually appealing way.

Another Education tool developed during this course was: Flipgrid. Flipgrid is an easy-to-use platform to share videos with teachers to discuss the topics related to the class, turn it into a video recording, and students can explain their reasoning on the video. It is a well-made and engaging program, especially in these times where technology is everywhere. Flipgrid is a simple, free and accessible video-discussion platform where students can share experiences and complete assignments, making the learning-teaching process fun, fulfilling, and empowering.

Finally, all students' findings were shared with a demonstrative class where different students made an in-depth investigation on how to use the different tools in different and various levels of education and shared it with all the students to generate an open discussion on the application. This took from five to ten minutes to be completed and all was shared from the students' findings.

## **VI. DESIGN OF DIDACTIC MATERIALS FOR VIRTUAL ENVIRONMENTS.**

### **1. Module III - Description;**

- Students were able to learn to use at least four Web tools for the design of educational materials, and elaborated materials such as: podcasts, online presentations, interactive images, videos, among others.

As a fundamental part of the culmination of this specialization, all the students completed an integrative task through which they were applying the competencies acquired during the six months that they took the course.

Students were also able to design digital materials for use in the teaching and learning of foreign languages. This was a pretty interesting experience for students and also for teachers. During these 3 modules students practiced with different tools and the variety of ways and tools to convey the teaching-learning process successfully and to share content in a Virtual Learning Environment for the students.

### **2. Activities during the module**

The first activity consisted in the creation of a podcast, students were requested to create a podcast. Students used the soundcloud tool to create and to perform the activity. Students recorded and performed a section of the class using the tool taking into consideration the skill they wanted to improve. Soundcloud was a helpful option to record, edit, save and share with all the participants and the teacher the practice performed, since the tool is mainly dedicated for the use of the audio as empowering human resource to practice.

The second activity was the creation of an interactive image with the use of Genially. This image that will be edited with the genially application was for the main purpose to encourage the visual practice; However, in this practice it was required to use this application to edit a picture with certain requirements. During this practice students understand other

options to edit an image and the approach this can be added to the class for those visual students.

The google classroom tool was used to sum up all the different skills the different activities created can be added in one site. Classroom can be a perfect site to add all the material needed for the students and teachers to be handy on one site. Students researched about one topic and created all the different layers of the class and as a final result it was shared with the participant of the course.

Finally, students share how to create a video, how to create an appealing image, their own podcast with the best music for the topic and the material needed to complete not only a singular and particular class, but to cover a complete sequence of classes that will be shared with other students. The team shared with a demonstrative class the results and findings and some examples of the ways to approach these technological tools or applications.

## **VII. ACHIEVEMENTS**

During the 3 modules of the specialization, students have been able to expand their creative capabilities and come up with new thoughts on the way to carry out activities that might be extra favorable to draw the attention of their students by using the new tools. Moreover, the participants developed particular activities based on academic practices, those had been mentioned by the various module partners to provide and get feedback and consequently be capable of improving in the process.

The students in these modules discovered new tools for virtual learning, how to use them and how to include them in specific activities in the teaching learning process. Besides, having learned each tool, all the demo activities developed in class have helped the student's team to know how to handle many of the common technical issues that can come up on the way.

Now, students have learned new and practical ways to develop useful activities in this new reality of virtual environments.

## VIII. CONCLUSIONS

In conclusion, the course created for the specialization of the students from the university of El Salvador in order to get the bachelor's degree, was interesting and helpful for the participants of the course. All the tools shared in class were accurate to improve different skills and since everyday technology is moving forward, teachers need to be up to date with the new different education technologies emerging. Teachers that barely used the apps to connect with the students, tools that are the best way to interact with new generations easily and to facilitate the teaching-learning process.

For many of the participants this final course was just the beginning of discovering new strategies of teaching. Some others that already teach will have the greatest chance and see immediately the benefits of implementing the programs, apps and tech tools that were shown during these three modules. There will be a chance to put all this new knowledge into practice, and when that happens everyone will be prepared.

It is important for teachers to be aware of the necessity of the implementation of an accurate online environment which accomplishes students' main learning necessities with the proper moderation of tools and application and the implementation of the online classes in a proper way during the classes. These tools shared during these modules brought to the table the discussion of the application immediately of the training of more teachers prepared with the use of these tools.

Finally, students complete an intense experience of multiple and various knowledge sharing with the base of the LMS. The use of these apps and the possible ways to improve and reinforce the teaching-learning process can facilitate the way students and teachers observe the field of education facing this online virtual environment and understand the principal necessities as a community education is facing.

## **IX. RECOMMENDATIONS:**

As students of the Online Specialization the team would like to recommend the following:

1. The content of the classes should be explored in an in-depth way, there were many tools as applications that needed more attention or development due to its complexity.
2. Due to the large number of students, it was barely possible to participate with more time of practice the concepts will be easily understood.
3. The course should be with more dynamism so that the students are able to get involved with the class.
4. Having the camera on should be a requirement during the course, the team could observe that some of the students were not even paying attention to the class, maybe they just entered the meeting and did not really listen to any of the explanation.
5. working from a computer would facilitate the exercises that the teacher requested to do as a practice time during the class. Some of the students were not able to practice due to the fact that they were using cellphones.

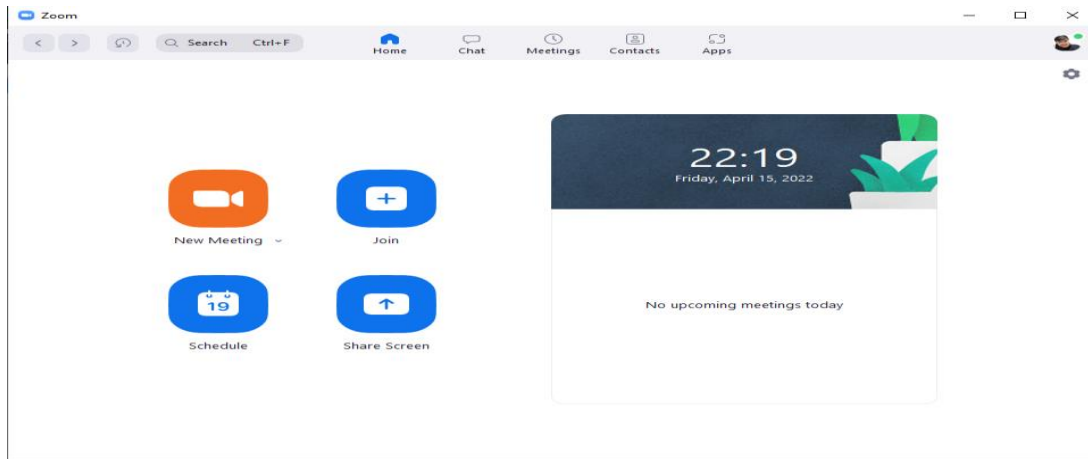
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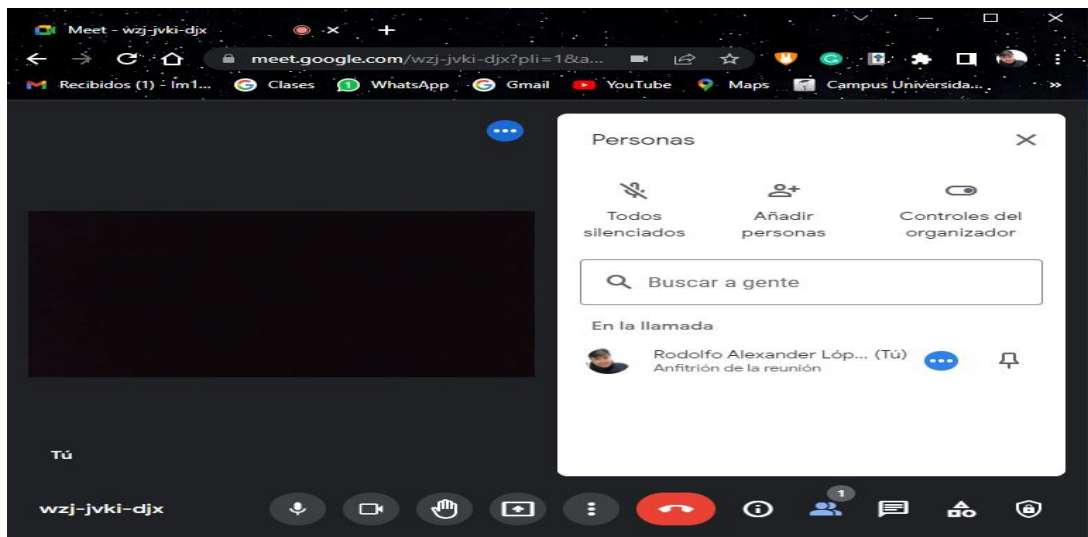
## VIII. APPENDIXES

Tools seen during Module 1:

Zoom



Meet



Teams:

Search

AV

Activity

Calendar

Meet now

+ New meeting

Today < > abril de 2022 Work week

	11 lunes	12 martes	13 miércoles	14 jueves	15 viernes
19					
20					
21					
22					
23					

Activity

Chat

Teams

Assignments

Calendar

Calls

Files


...

Apps


Help


Google classroom:

☰ Google Classroom



**History of Psychology**   
305  
28 students

Due Tuesday  
**Homework 5**



**Introduction to AI**   
300  
23 students

Due tomorrow  
**Introduction Assignment**

**Statistics**   
205  
28 students

Due Monday  
**Homework 3**

 **Classroom 101**  
Google for Education

Tools seen during Module 2:

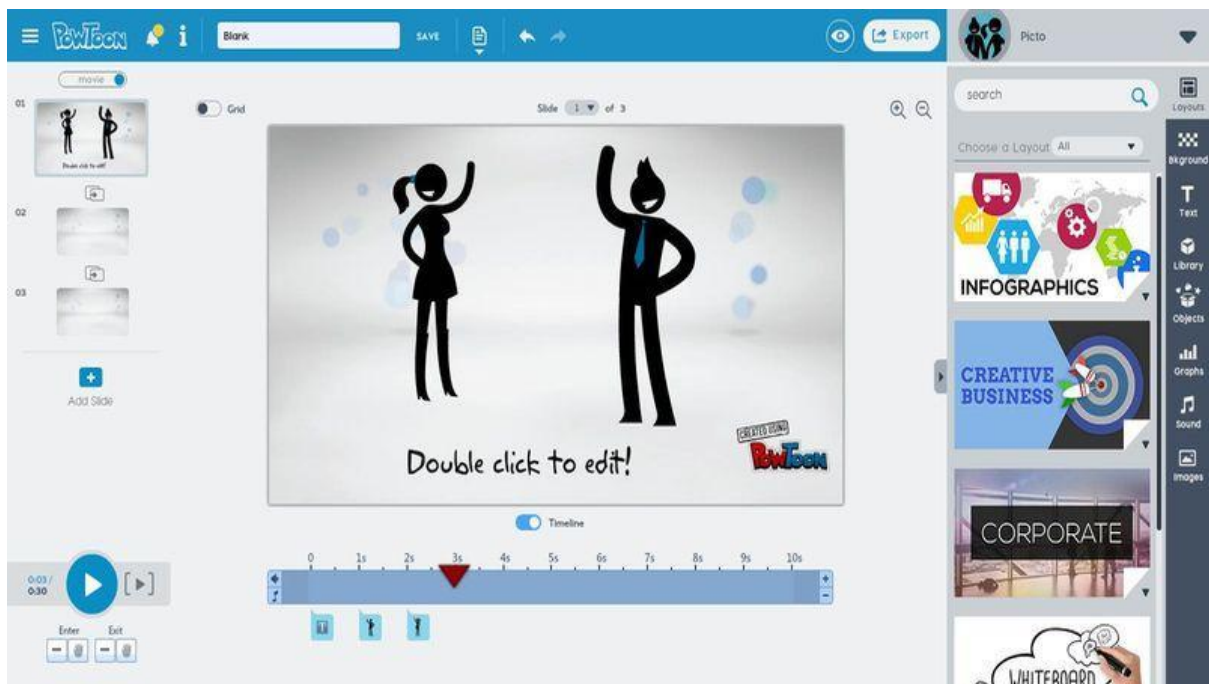
Kahoot:



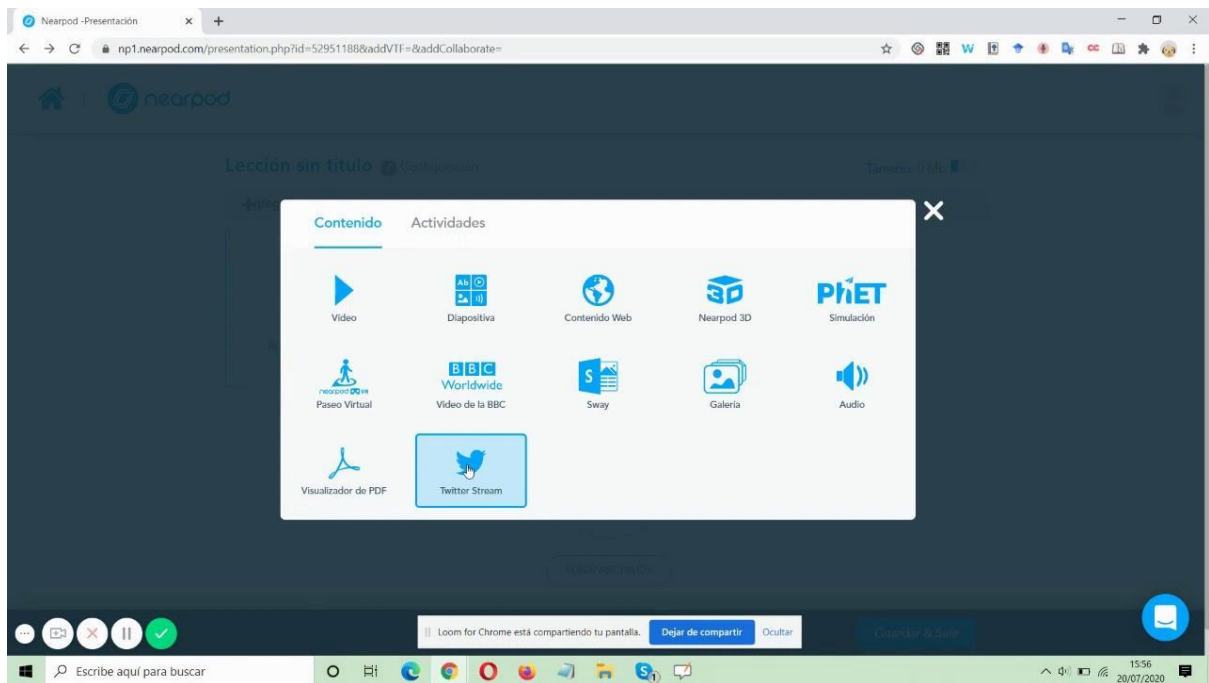
Flip Grip:



## Powtoon:

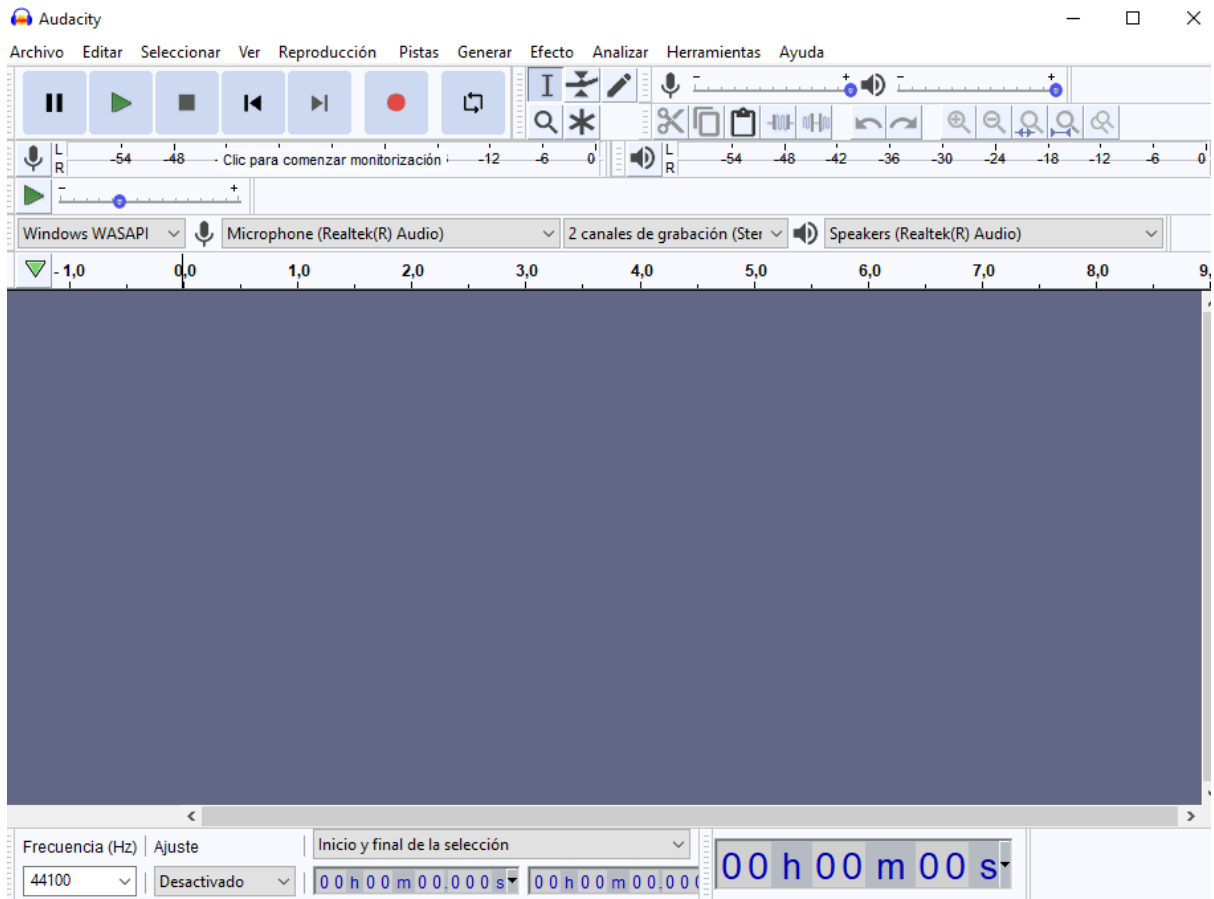


## NEARPOOD

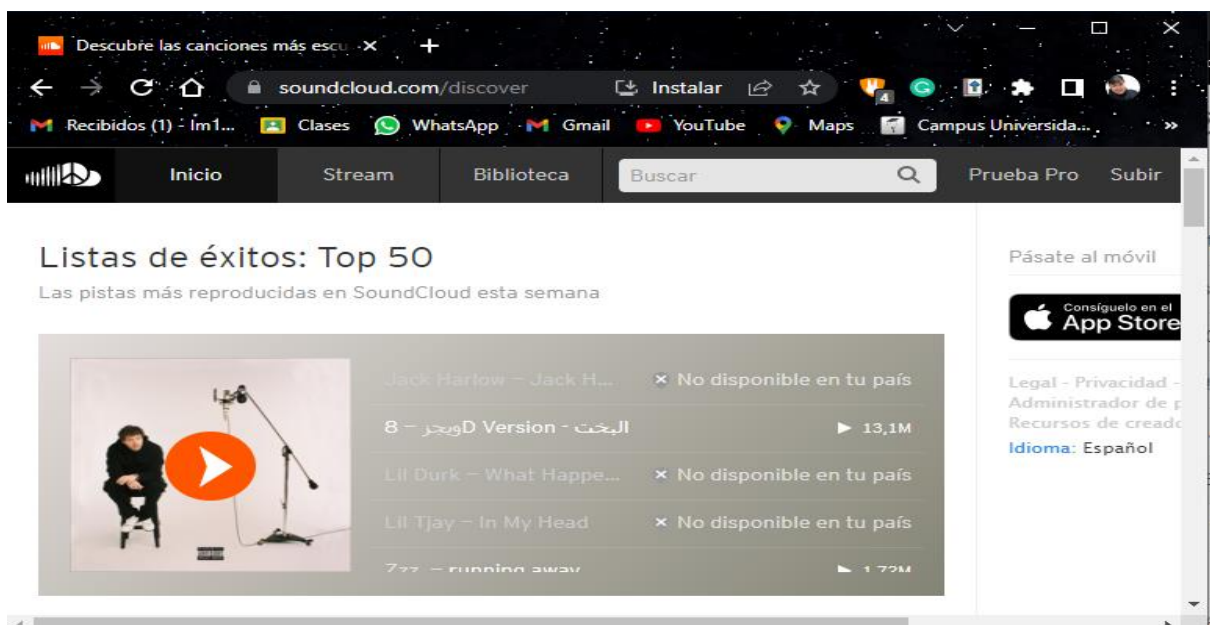


## Tools seen during Module 3

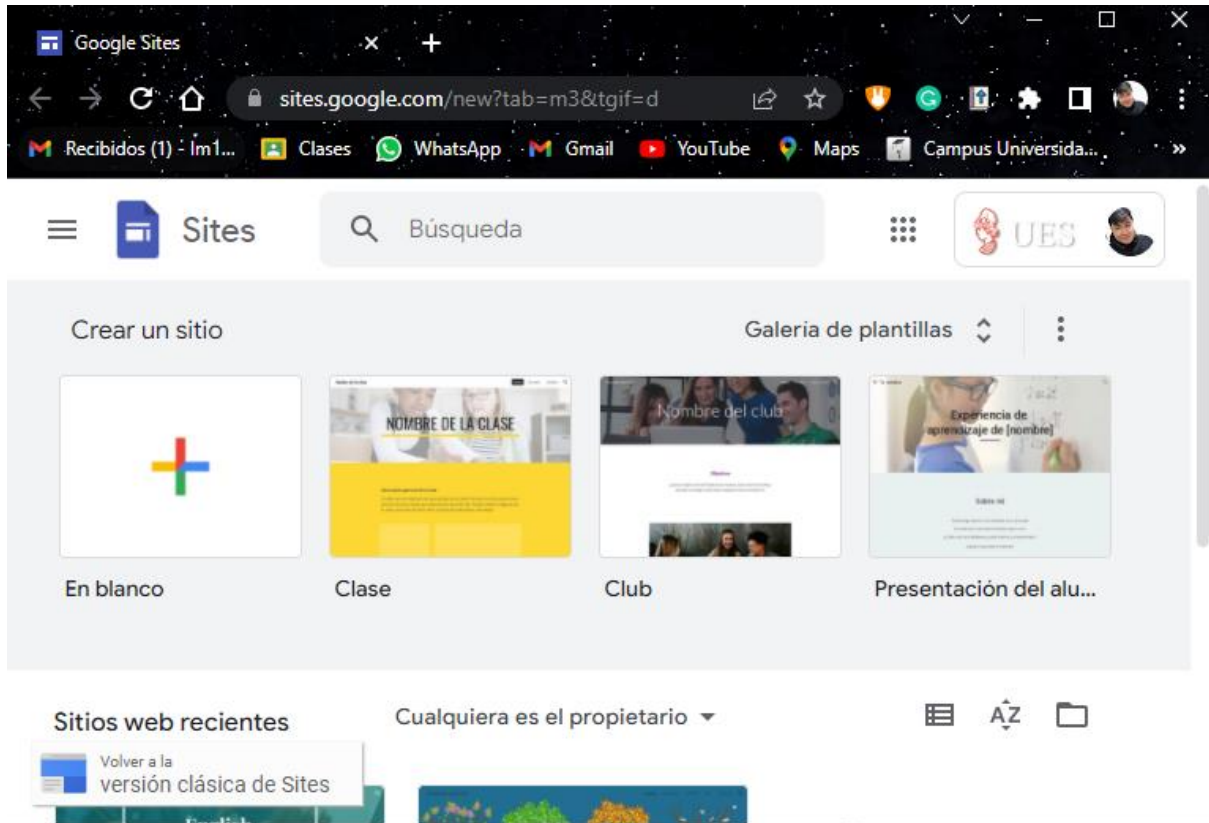
### Audacity



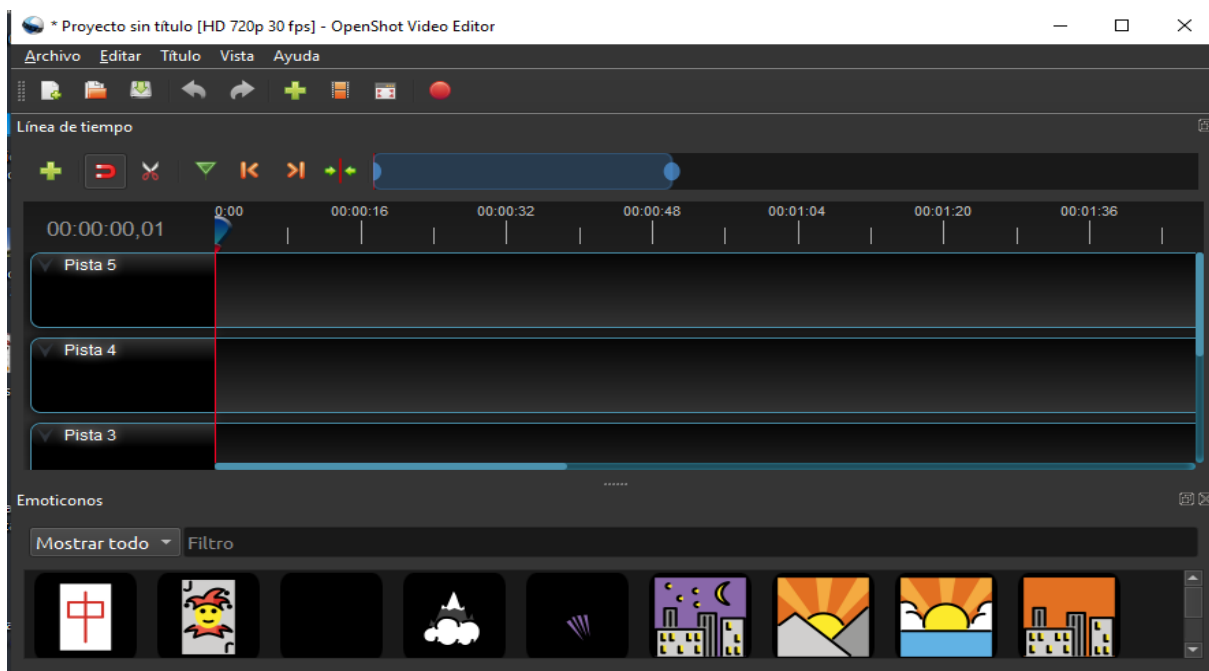
### Sound Cloud



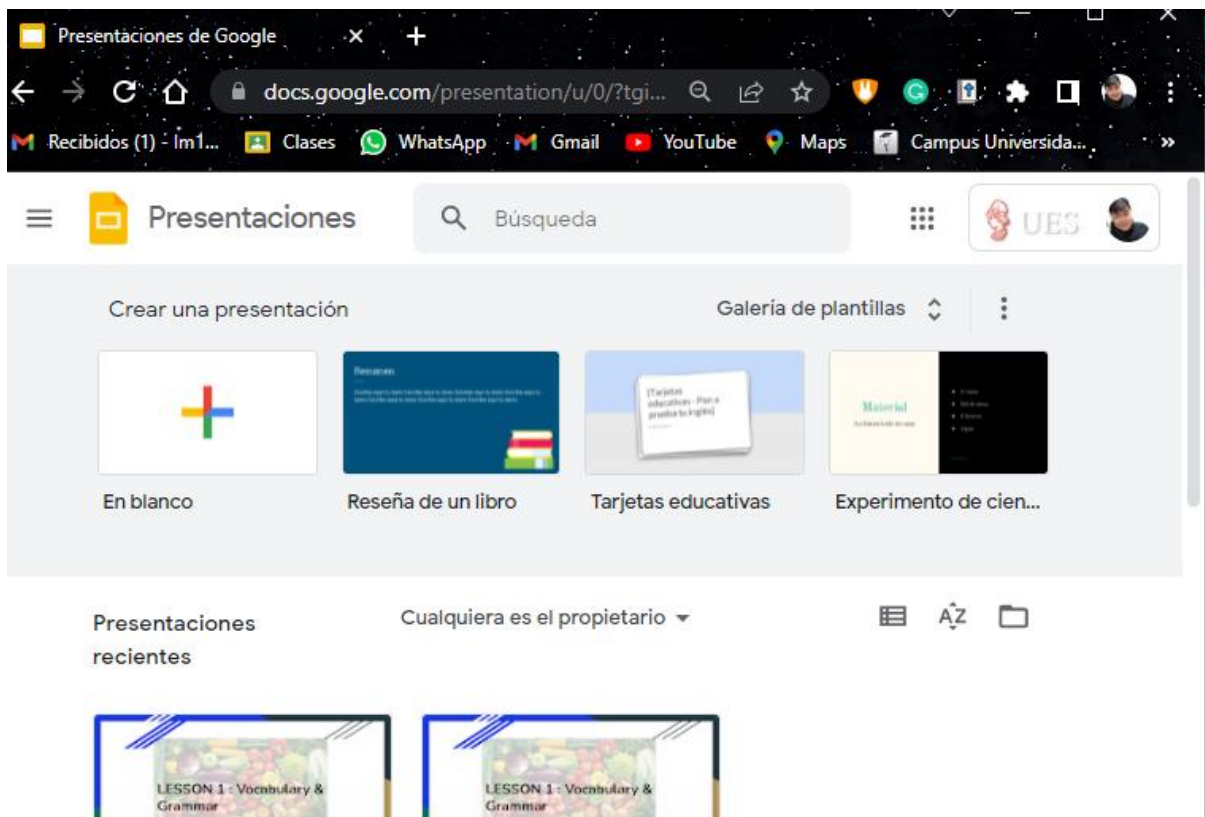
## Google Sites



## Open Shot Video Editor



Google presentations:





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



**Module 1: Online English Language Teaching**

**PROGRAM**

**1. GENERAL INFORMATION**

1.1 Module 1:

1.2 Code: **EDII114**

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-Oct. 2021**

1.7 Major Academic Unit: **Foreign Languages Department**

1.8 School: **School of Arts and Sciences**

1.9 Module Term: **8 Weeks/ 2 Months**

1.10 Hours per Module: **60 Hours**

1.11 Professors :

MsE. Blanca Alicia Menjívar González

Licda. Sey Danisia Najarro de Alvarado

MsDi. Juan Antonio Flamenco Flamenco

## **2. Module Description**

This module will be about the fundamentals of online education and its application on the English Language Teaching; specifically, the virtual or online teaching approach, like using a LMS (Learning Management System) to set up a virtual classroom and develop asynchronous activities, for instance Moodle; and use platforms like TEAMS or Meet for synchronous activities.

This module will also provide participants with the experience of creating virtual classrooms in Learning Management Systems available on the internet.

## **3. OBJECTIVES**

### **a) General Objective:**

- To know and apply learning theories for teaching English online using emerging technological tools.

### **b) Specific Objectives:**

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

- To get acquainted with the virtual learning environments that are used currently.
- To identify multimedia resources according to the teaching-learning process that contribute and are suitable in virtual education.
- To create a virtual classroom using a Learning Management System available on the internet.
- To carry out synchronous work sessions using available tools.

## **4. Methodology**

In this module, students will analyze and identify the importance of Learning Theories for the development of English language teaching methodology in virtual learning environments. For the development of the academic activities, the teacher will promote among the participants to take an active role in the analysis and discussion forums, as well as in the rest of the course activities. The use of tools related to web 2.0 will be for the purpose of involving students in their tasks with a change of roles: as learners and as facilitators in their virtual classrooms.

The activities of this module will be developed online and cooperative learning will emerge spontaneously. Interaction and feedback will take place between the facilitator and the participants,

as well as between participant to participant. An exhaustive reading and content analysis will allow us to identify the importance of Learning Theories and their direct impact on the teaching methodology of the English language in virtual learning environments. Finally, students will work on the creation of a virtual classroom using a Learning Management System from those available on the internet; in addition, they will schedule and carry out synchronous work sessions in TEAMS or MEET.

## 5. CONTENTS

WEEK	CONTENTS	RESOURCES	EVALUATION
Weeks 1 & 2	Virtual teaching (online) and its application in teaching English language.	-Readings of learning theories - Discussion Questions	Discussion Forum (20%).
Weeks 3 & 4	Learning Management Systems (SAA-LMS in English) for the creation, feeding and use of online courses. Asynchronous activities.	Multimedia Material, tutorials, readings.	Infographics (20%)
Weeks 5 & 6	Educational platforms and their applications and their use for online asynchronous classes: Google Classroom.	Multimedia Material, tutorials, readings.	Create a Virtual Classroom (30%)
Weeks 7 & 8	Presentation of educational products: virtual classroom and videos of work sessions in TEAMS or MEET.	Multimedia Material	Demonstrative class on MEET (Groups of 5) (30%)

## TIME TABLE

Week	Synchronous session	Asynchronous session
1 Saturday, August 21 <sup>st</sup> , 2021	<ul style="list-style-type: none"> <li>● Introduction (Program, Sessions time, Class Policies)</li> <li>● Theories of learning in virtual learning</li> </ul>	<ul style="list-style-type: none"> <li>● Video about Synchronous and Asynchronous concepts.</li> <li>● Video about Theories of learning</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
2 Saturday, August 28 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>● E-learning definition and application</li> <li>● Virtual teaching and its application in teaching languages.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion forum about theories of learning</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
3 Saturday, September 4 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>● Language Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>● Videos</li> <li>● Website</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
4 Saturday, September 11 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>● Language Management Systems (most common ones)</li> </ul>	<ul style="list-style-type: none"> <li>● Inphographic</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
5 Saturday, September 18 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>● Language Management System - Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Tutorial, multimedia</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
6 Saturday, September 25 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>● Language Management System - Google Classroom (Live demonstration)</li> </ul>	<ul style="list-style-type: none"> <li>● Create a Virtual Classroom</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
7 Saturday, October 2 <sup>nd</sup> , 2021	<ul style="list-style-type: none"> <li>● Platforms for Videoconferences (Zoom, TEAMS, MEET)</li> <li>● MEET</li> </ul>	<ul style="list-style-type: none"> <li>● Videos, Multimedia, Tutorials, Web sites</li> <li>● Forum to answer questions or clarify doubts</li> </ul>
8 Saturday, October 9 <sup>th</sup> , 2021	<ul style="list-style-type: none"> <li>● Demonstrative class (MEET)</li> </ul>	<ul style="list-style-type: none"> <li>● Forum to answer questions or clarify doubts</li> </ul>

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### Formative Assessment:

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

### Summative evaluation:

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Discussion Forum	20%
2. Infographics	20%
3. Create a Virtual Classroom.	30%
4. Demonstrative class on MEET (Groups of 5)	30%
TOTAL	100%

## 7. CLASS POLICIES

**I. CLASS PARTICIPATION AND ATTENDANCE\*:** Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

**II. MISSED EVALUATIONS\*\*:** Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

**III. HOMEWORK ASSIGNMENT DUE DATES\*\*:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

**IV. COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

**V. CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

**VI. STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

**VII. Students must have an institutional e-mail,** that is, it must contain the domain @ues.edu.sv

**VIII. GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

\*Artículo 147

*El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.*

\*\*Artículo 148

*Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.*

\*\*Artículo 150

*Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.*

*En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.*

**\*\*Artículo 151**

*Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.*

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

**The aforementioned justifications must be supported with the corresponding evidence.**

**\*\*\* Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador \*\*\***

## **8. REFERENCES**

### Books

- Darlene Christopher (2015). The successful virtual classroom: how to design and facilitate interactive engaging Live online. New York, AMACOM.
- Gavin Dudeney and Nicky Hockly (2007). How to teach English with technology. England, Pearson Longman.
- Marjorie Vai and Kristen Sosulski ( 2016). Essentials of online course design: a standards-based guide. New York, Routledge Francis and Taylor Group.
- Peter Sharma & Barney Barrett (2007) Blended Learning, Using Technology in and Beyond, McMillan Publishers.

### WEBSITES

<https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/>

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

<https://marcprensky.medium.com/what-the-world-needs-from-education-b7cef2f69b2e>



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



**PROGRAM**

**1. GENERAL INFORMATION**

**1.1. Module 2: Educational Applications for Learning a Foreign Language**

**1.2. Code: APE214**

**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: October- December 2021**

**1.7. Major Academic Unit: Foreign Languages Department**

**1.8. School: School of Arts and Sciences**

**1.9. Module Term: 8 Weeks/ 2 Months**

**1.10. Hours per Module: 60 Hours**

**1.11. Professors :** Licda. Sey Danisia Najarro de Alvarado

Lic. Juan Antonio Flamenco Flamenco, MsDi.

Licda. Blanca Alicia Menjívar González, MsE.

## **2. Module Description**

This module will be about the theoretical fundamentals and the use of technological tools for teaching-learning a foreign language in a virtual modality. The technological tools that will be used to teach online will be: **edpuzzle, flipgrid, flippity, liveworksheets, nearpod, padlet, kahoot, classroomscreen, powtoon.**

## **3. OBJECTIVES**

### **a) General Objective:**

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

### **b) Specific Objectives:**

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

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

## **4. METHODOLOGY**

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

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

## 5. CONTENTS

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

## Time Table

<b>Week/Dates</b>	<b>Synchronous session</b>	<b>Asynchronous session</b>
<b>1</b> Saturday, October 16 <sup>th</sup> to Friday, October 22 <sup>nd</sup> , 2021	Presentation (Program, Content and Class Policies) List of technological tools and an overview	- Presentation of the concept educational applications - Question and answer forum
<b>2</b> Saturday, October 23 <sup>rd</sup> to Friday, October 29 <sup>th</sup> , 2021	Fundamentals and principles of using technological tools	- Discussion forum on the fundamentals of technological tools when teaching a language. - Question and answer forum
<b>3</b> Saturday, October 30 <sup>th</sup> to Friday, November 5 <sup>th</sup> , 2021	General information and tutorial of Edpuzzle. Live practice. General information and tutorial of Flipgrid.	- Videos - Tutorials - Websites - Question and answer forum
<b>4</b> Saturday, November 6 <sup>th</sup> to Friday, November 12 <sup>th</sup> , 2021	General information and tutorial of Flippity. General information and tutorial of Liveworksheets. Live practice.	- Video summary about the applications: Edpuzzle, Flipgrid, Flippity, Liveworksheets - Question and answer forum
<b>5</b> Saturday, November 13 <sup>th</sup> to Friday, November 19 <sup>th</sup> , 2021	General information and tutorial of Nearpod. Live practice. General information and tutorial of Padlet. Live practice. General information and tutorial of Powtoon. Live practice.	- Videos - Tutorials - Websites - Question and answer forum
<b>6</b> Saturday, November 20 <sup>th</sup> to Friday, November 26 <sup>th</sup> , 2021	General information and tutorial of Kahoot. Live practice. General information and tutorial of Classroomscreen. Live practice.	- Create a video in Powtoon about advantages and disadvantages in the use of technological tools when teaching English. - Question and answer forum
<b>7</b> Saturday, November 27 <sup>th</sup> to Friday, December 3 <sup>rd</sup> , 2021	Demo class using technological tools.	- Videos - Tutorials - Websites - Question and answer forum
<b>8</b> Saturday, December 4 <sup>th</sup> to Friday, December 10 <sup>th</sup> , 2021	Demo class using technological tools	- Demo class using technological tools - Question and answer forum

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### **Formative Assessment:**

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

### **Summative evaluation:**

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

<b>EVALUATIONS</b>	<b>PERCENTAGES</b>
1. Infographics based on the fundamentals of technological tools when teaching a language.	<b>20%</b>
2. Video in Flipgrid about the Technological tools: Edpuzzle, Flipgrid, Flippity, Liveworksheets	<b>25%</b>
3. Video in Powtoon about advantages and disadvantages in the use of Technological tools when teaching English.	<b>25%</b>
4. Demo class using Technological tools.	<b>30%</b>
<b>TOTAL</b>	<b>100%</b>

## **7. CLASS POLICIES**

**I. CLASS PARTICIPATION AND ATTENDANCE\*:** Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

**II. MISSED EVALUATIONS\*\*:** Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

**III. HOMEWORK ASSIGNMENT DUE DATES\*\*:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

**IV. COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

**V. CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

**VI. STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

**VII. Students must have an institutional e-mail,** that is, it must contain the domain @ues.edu.sv

**VIII. GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

**\*Artículo 147**

*El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, deberá tener una asistencia a las actividades académicas mayor o igual al 75%.*

**\*\*Artículo 148**

*Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho dentro de los tres días hábiles siguientes a la publicación oficial de estas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.*

**\*\*Artículo 150**

*Si el estudiante no se presenta a una evaluación por causa justificada, éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.*

*En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.*

**\*\*Artículo 151**

*Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada sumativa, los siguientes: a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.*

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

**The aforementioned justifications must be supported with the corresponding evidence.**

**\*\*\* Tomados del Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador \*\*\***

## **8. REFERENCES**

### **BOOKS**

Karl M. Kapp (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. San Francisco, Pfeiffer.

M Roblyer and Joan Hughes. Integrating educational technology into teaching: transforming learning across disciplines.

### **WEBSITES**

<https://edpuzzle.com/> <https://info.flipgrid.com/> <https://flippity.net/>

<https://www.liveworksheets.com/> <https://nearpod.com/> <https://es.padlet.com/>

<https://kahoot.com/> <https://classroomscreen.com/>



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

**Module III Syllabus**

January, 2022

## **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:** **January- March 2022**
- 1.7. Major Academic Unit:** **Foreign Languages Department**
- 1.8. School:** **School of Arts and Sciences**
- 1.9. Module Term:** **8 Weeks/ 2 Months**
- 1.10. Hours per Module:** **60 Hours**
- 1.11. Professors:** MEVA. Sey Danisia Najarro de Alvarado  
MsDi. Juan Antonio Flamenco Flamenco  
MsE. Blanca Alicia Menjívar González

## **2. MODULE DESCRIPTION**

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

## **3. OBJECTIVES**

a) General objective

- To design digital materials for use in the teaching and learning of foreign languages.

b) Specific objectives

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

- Use technological tools for the design of didactic materials.

- Elaborate digital materials for the teaching-learning of foreign languages.

-Integrate tools to present content in a Virtual Learning Environment.

## **4. METHODOLOGY**

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

## 5. CONTENTS

Week	Content	Resources	Evaluation
Week 1 y 2	<ul style="list-style-type: none"> <li>❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment</li> <li>❖ Use and creation of Podcasts</li> <li>❖ Using Audacity</li> <li>❖ Using SoundCloud</li> </ul>	<ul style="list-style-type: none"> <li>❖ Readings</li> <li>❖ Tutorials</li> <li>❖ Guidelines for the elaboration of activities</li> </ul>	Elaboration of a Podcast
Week 3 y 4	<ul style="list-style-type: none"> <li>❖ The Fundamentals of image selection</li> <li>❖ Using and Creating a Google Site</li> <li>❖ Using Genially</li> </ul>	<ul style="list-style-type: none"> <li>❖ Presentations tutorials</li> <li>❖ Guidelines for the elaboration of evaluated activities</li> </ul>	Elaboration of an interactive image Creation of a Google Site
Week 5 y 6	<ul style="list-style-type: none"> <li>❖ Fundamentals of Creating Presentations</li> <li>❖ Using Google Presentations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Readings, tutorials</li> <li>❖ Guidelines for the elaboration of evaluated activities</li> </ul>	Creating a Google presentation
Week 7 y 8	<ul style="list-style-type: none"> <li>❖ Fundamentals of video creation</li> <li>❖ OpenShot working environmen.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Readings, tutorials</li> <li>❖ Software for videos</li> <li>❖ Guidelines for elaboration of evaluated activities</li> </ul>	Elaboration of a video

## Time Table

Week/Date	Synchronous Session	Asynchronous Session
<b>1</b> Monday, January 17 <sup>th</sup> to Saturday, January 22 <sup>nd</sup> , 2022	<ul style="list-style-type: none"> <li>❖ Presentation (Program, Content and Class Policies)</li>   <li>❖ Fundamentals of Using Multimedia Resources in a Virtual Learning Environment</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Guidelines for the elaboration of activities</li> </ul>
<b>2</b> Monday, January 24 <sup>th</sup> to Saturday, January 29 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>❖ Use and creation of Podcasts</li> <li>❖ Using Audacity</li> <li>❖ Using Soundcloud</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Elaboration of a Podcast</li> <li>- Guidelines for the elaboration of activities</li> </ul>
<b>3</b> Monday, January 31 <sup>st</sup> to Saturday, February 5 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>❖ The Fundamentals of image selection</li>   <li>❖ Using Genially</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Guidelines for the elaboration of activities</li> </ul>
<b>4</b> Monday, February 7 <sup>th</sup> to Saturday, February 12 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>❖ Using and Creating a Google Site</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Elaboration of an interactive image</li> <li>- Google Site Design</li> <li>- Guidelines for the elaboration of activities</li> </ul>
<b>5</b> Monday, February 14 <sup>th</sup> to Saturday, February 19 <sup>th</sup> , 2022	<ul style="list-style-type: none"> <li>❖ Fundamentals of Presentation Creation</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Guidelines for the elaboration of activities</li> </ul>

<p style="text-align: center;"><b>6</b></p> <p>Monday, February 21<sup>st</sup> to Saturday, February 26<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>❖ Using Google Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Creating a Google Presentation</li> <li>- Guidelines for the elaboration of activities</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p>Monday, February 28<sup>th</sup> to Saturday, March 5<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>❖ Fundamentals of video production</li> <li>❖ Examples of Video Editors</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Guidelines for the elaboration of activities</li> </ul>
<p style="text-align: center;"><b>8</b></p> <p>Monday, March 7<sup>th</sup> to Saturday, March 12<sup>th</sup>, 2022</p>	<ul style="list-style-type: none"> <li>❖ Use of Smart Phones for video recording.</li> <li>❖ Use of OpenShot.</li> </ul>	<ul style="list-style-type: none"> <li>- Videos</li> <li>- Tutorials</li> <li>- Websites</li> <li>- Question and answer forum</li> <li>- Creation of a video</li> <li>- Guidelines for the elaboration of activities</li> </ul>

## 6. Evaluation System

The evaluation system will take place in 2 ways:

### **Formative Assessment:**

As an integral part of the teaching-learning process, the formative evaluation will take place as a self-evaluation, co-evaluation, discussions, reflections and questions to enrich the process. Effective formative feedback will help participants improve their practices during the module.

### **Summative evaluation:**

This evaluation will be considered to demonstrate the extent to which each of the participants is able to complete the evaluation criteria designated by the facilitator. Numerical weights will be assigned and thus the results will be evidenced at the end of the module.

EVALUATION	PERCENTAGES
1. Elaboration of a Podcast	20%
2. Creation of an interactive image in Genially	15%
3. Elaboration of a presentation in Google	15%
4. OpenShot video production	20%
5. Integrative assignment in groups of 4 students (Google Site linked to Google Classroom and live defense.	30%
<b>TOTAL</b>	<b>100%</b>

## 7. CLASS POLICIES

**I. CLASS PARTICIPATION AND ATTENDANCE\*:** Students' active participation and attendance are required. Students' attendance will be taken by their getting connected to the class platform during the time assigned to the tutoring sessions. If any connection problem arises, they must prove it with a valid resource such as a screen shot that shows the time and date of the failing attempt to access, either to a routine class or an evaluation event.

**II. MISSED EVALUATIONS\*\*:** Requests presenting a genuine written justification for all evaluations missed should be made within the next three days following it.

**III. HOMEWORK ASSIGNMENT DUE DATES\*\*:** Students must turn in their homework assignments on the due dates; excuses are accepted only if events of force majeure prevent the students from turning them in time.

**IV. COURSE MATERIALS:** such as presentations, videos, audios, PDF notes, and the like.

**V. CLASS TIME:** Students are required to be connected to the sessions the complete period of time allotted to the meetings.

**VI. STUDENTS' BEHAVIOR:** They have to make their best effort to access to the class sessions at the time agreed. Once in class, they must keep their microphones off, try to stay focused on the activities being carried out, avoid improper chatting and texting. When connecting to the platform, they must have an appropriate headshot of themselves to be recognized by the teacher and their peers.

**VII. Students must have an institutional e-mail,** that is, it must contain the domain @ues.edu.sv

**VIII. GROUP CHANGES:** These changes are not Teachers' responsibilities. If needed, students must resort to the competent authority. In any case this authority is Junta Directiva of the Facultad, or Administracion Academica de la Facultad.

#### Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

#### Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

#### Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

#### Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

#### Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas

oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el trámite anterior.

En ambos casos, el Jefe de Departamento o Director de Escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

**La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.**