

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



TITLE:

*REFLECTIONS ON HOW ARTIFICIAL INTELLIGENCE WILL TRANSFORM THE EDUCATIONAL LANDSCAPE
IN THE COMING YEARS*

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ABSTRACT

Certainly, artificial intelligence (AI) is expected to transform the educational landscape in the coming years. AI is anticipated to revolutionize education by personalizing learning experiences, automating administrative tasks, and enhancing interactive engagement. The report also summarizes the activities implemented each week through three interconnected modules. The first module introduced the fundamentals of online education, focusing on Learning Management Systems (LMS) such as Moodle and synchronous platforms like Microsoft Teams and Google Meet for managing virtual classrooms. The second module explored the theoretical foundations and practical applications of technological tools for online language teaching, including Edpuzzle, Flip, Narakeet, Liveworksheets, Nearpod, and Padlet. The third module concentrated on multimedia resources, involving the creation of podcasts, online presentations, interactive images, and videos, and culminated in a project where students integrated these elements into a Google Site. By reflecting on these activities, the report highlights how AI could further enhance these technological advancements, offering insights into the future of education shaped by intelligent systems and adaptive learning technologies.

Key Words: artificial intelligence, transform, educational landscape, interactive engagement, online education, learning management systems, technological tools, multimedia resources.

I. INTRODUCTION

In today's rapidly evolving educational landscape, integrating technology plays a crucial role in shaping effective teaching and learning practices. This report provides a comprehensive reflection on a specialized course designed to explore the application of technological tools and multimedia resources in foreign language education. The course aimed to equip students with the skills and insights necessary to take advantage of these tools for enhancing educational experiences.

Throughout the course, participants engaged with a variety of technological platforms and multimedia tools, gaining hands-on experience in creating interactive and engaging learning environments. The exploration of tools such as Edpuzzle, Google Sites, and multimedia creation platforms was crucial to understand how technology can transform both teaching methodologies and student engagement.

The course was structured across three modules, each focusing on different aspects of technological integration. The first module introduced the use of Learning Management Systems (LMS) and synchronous platforms, the second emphasized various online teaching tools, and the third concentrated on designing multimedia educational materials. These modules provided a well-rounded understanding of how to effectively incorporate technology into language education.

This report will reflect on how these experiences contribute to the broader theme of how artificial intelligence and technological advancements are expected to influence the future of education. It will also outline the key achievements of the course and offer recommendations for continued growth and application of these technological tools.

II. OBJECTIVES

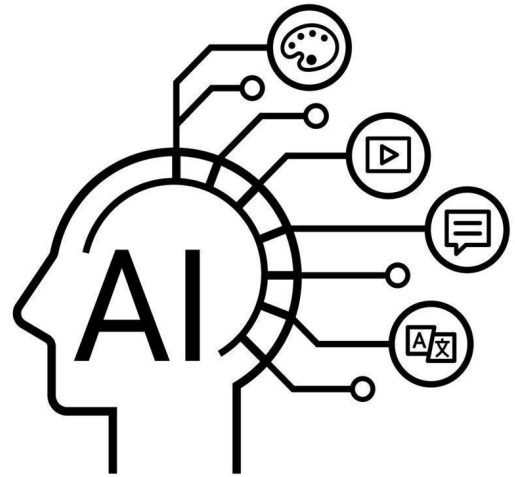
2.1 GENERAL OBJECTIVE: To assess the knowledge and skills acquired through each module, emphasizing how these competencies are applied in integrating technological tools and multimedia resources into educational practices.

2.2 SPECIFIC OBJECTIVES:

- To understand and apply various technological tools for enhancing online language teaching and evaluate their effectiveness in a virtual learning environment.
- To reflect on how these technological tools and multimedia resources contribute to the evolving landscape of education and their potential impact on future teaching practices.
- To assess personal achievements and learning outcomes from the modules, identifying areas of growth and proficiency in applying new technologies and methods.
- To explore the potential impact of artificial intelligence on educational practices and its role in transforming teaching methodologies and student engagement in the coming years.

III. THEORETICAL FRAMEWORK

For this part of the report, we will examine reflections on how artificial intelligence (AI) will transform the educational landscape in the coming years. As educational practices continue to evolve, AI is expected to play a transformative role, enhancing personalized learning experiences, streamlining administrative processes, and improving accessibility. This section will examine the anticipated impacts of AI, considering both the potential advancements



it offers and the challenges that may arise as these technologies become increasingly integrated into education.

3.1 Foundations of Artificial Intelligence

AI is a technological resource that has gained a lot of popularity in recent years and is currently used in multiple tasks and scenarios. But what is exactly AI? (AI) stands for Artificial Intelligence, and it is a kind of technology that tries to simulate or replicate human intelligence processed by computer systems. These processes can mainly include learning, reasoning, problem-solving, and understanding natural language. So, it is implied that AI systems can perform tasks that typically require human intelligence.

AI is commonly believed to be a recent technological advancement; however, its foundations go all the way down to the early 1900s. However, it is important to highlight that significant progress in AI did not occur until the 1950s, and it was something that was built through a lot of efforts of experts across various disciplines and many years of work and research.

AI can be categorized into many types, for example:

- **Narrow AI:** This kind of artificial intelligence refers to those systems or tools that are considered to be weak and are just barely capable of performing simple tasks.
- **General AI:** This is a strong type of artificial intelligence that possesses abilities similar to human intelligence and can understand, learn, and apply knowledge in different contexts or situations.
- **Superintelligent AI:** This is an advanced form of AI that is said to be capable of surpassing human intelligence in all aspects, including creativity, resolution of problems, and emotional understanding.

As time goes by, we will keep responsibly building AI based on past and present experiences to pave the way for much-needed innovation and make sure new technologies fulfill their potential when it comes to education. By addressing these aspects, we can unlock the full transformative potential of AI to improve educational outcomes for learners worldwide.

3.2 Potential AI Applications in Education

The potential that AI may have in education is huge. There are currently many tools powered by AI that can help to mechanize assignments, diminish overheads, and lower instruction costs. If AI is used correctly in education, it can contribute greatly to adjusting lessons according to each student's individual needs. However, the full impact of AI in education is still unknown since there are many institutions and teachers that have not completely adapted to the wave of new emerging technologies and are currently in a continuous process of learning.

Not forgetting the benefits for teachers now, it is not only extended to classroom instructions, it helps to conduct administrative tasks such as reviewing, scheduling, and tracking students' participation and attendance. AI came to reduce our workload as teachers to let us focus on the essential aspects of

teaching. Nowadays, teachers can perform a great variety of tasks using artificial intelligence. For example, teachers can take advantage of AI while performing the following activities.

First of all, with the use of different AI, teachers are able to automate tasks like grading and providing feedback to the students. In this way, they can save more of their time and spend it creating multiple didactic resources or looking for different ways to improve the class and get the students engaged with the information they are learning. Also, there are different AI generators of resources that can facilitate the creation of different materials like videos, presentations, infographics, and even images.

3.3 Education before and now

“Education is the foundation of progress for nations and peoples. It is one of the most important factors that contribute to building an aware and educated generation capable of contributing to economic, social, and cultural development. Education in the modern era has witnessed many developments and changes, raising the question of whether education is better today than in the past”. (Loal Al-Rabbat. August 29, 2023).

One thing that can be assumed about education is that it changes constantly from time to time. It varies from things like the learning approach up to the way classes and didactic materials are delivered. Before the creation of multiple technologies and the internet students and teachers used to rely more on physical materials. For example, books, physical dictionaries, magazines, and any other kind of newspaper. Technology did not play an important role or at least did not have as much impact on learning as it has today.

Nowadays, there are uncountable tools that facilitate the life of teachers and students. Instead of looking for information through multiple books, now it is possible to look for it online on websites.

Indeed, there are even some AIs capable of searching for specific things or answering different questions.

“Considering the advantages and disadvantages that education enjoys today, it can be said that education today is better than in the past in some aspects, such as the diversity of content, the focus on life skills, and the use of technology”. (Loal Al-Rabbat. August 29, 2023). However, it does not mean that education now is perfect, there is still a lack and room for improvement in some areas. For example, in modern times and specifically in online education students tend to get more distracted, and struggle significantly to get engaged with the information presented in the class.

To conclude, it is clear that the use of technology in learning environments presents many advantages and disadvantages. Nevertheless, something in common between education now and education in the past is teachers. This means that they are still in charge of guiding the students and building significant knowledge that can be used in the long term. Whereas in professional or personal life.

3.4 AI tools for teachers

When used correctly, the integration of artificial intelligence in the classroom might be great. There are many tools powered by AI that can facilitate the work of teachers and improve the learning pace of students. Some useful AI tools for teachers are:

Fireflies AI: It is a note-taker tool powered by AI, and it can mainly be used for the transcription and summarizing of conversations. In the educational field, teachers can use this tool in online meetings to transcribe classes carried out on different platforms such as Google Meet, Zoom, Microsoft Teams, and more. This is an open AI, meaning that it is possible to sign up for free.

Vidnoz AI: This is an online platform that allows and facilitates the creation of videos generated by Artificial Intelligence. This platform is great since it offers many resources for teachers. For example, there are plenty of templates already available, and it also allows the creation of new personalized videos with different voiceovers and avatars.

Mid-Journey AI: This tool is focused on the use of visuals, and it can be used to automatically generate different and complete new images. This platform is relatively easy to use, the user only needs to write about the specific images desired, and then, they are automatically generated by AI.

ChatGPT: Currently, this is one of the most popular AIs available on the web, and it is highly used to find answers to different problems. Used in Education, this platform may have a great impact and facilitate the work of teachers a lot. It can be used to look for information from different researchers, and also it can be used to facilitate lesson planning.

ChatPDF: It is a kind of artificial intelligence that allows users to interact with PDF documents. This AI is capable of reading and analyzing PDFs, and looking for specific information or answering questions required by the user. This tool is great for teachers and facilitates searching for information throughout multiple documents.

Canva AI: This platform is highly familiar to all teachers around the world since it is used to create different presentations, infographics, flyers, posters, and different kinds of logos. However, it also has a feature called "magic design" or "magic write" that now allows the creation of material powered by AI.

Otter AI: It is a tool that can be used in real-time online meetings to transcribe the information that has been presented. This artificial intelligence not only records the voice of the speakers but also captures the presentation that is being shown on the screen. Basic features are completely free, however it is necessary to pay for advanced ones.

Quizziz: This is an interactive platform. When used in the classroom, it allows the creation of games and engaging activities for the students. Something great about this tool is that it makes it possible to ask questions to the students and receive their answers in real-time.

3.5 Future predictions of AI in education

According to the Verbit Editorial *“AI technology in education is here to stay and will only continue to evolve”*. This means that there are already many different countries that are rapidly adapting to the new emerging technologies. For some teachers it might be challenging, however, this technological wave is moving fast, and being in a continuous process of learning is the only way to keep up. All Schools, colleges, and any public or private institutions are expected to adapt and innovate as soon as possible.

Currently, there are many tasks that can be performed by using AI. Nevertheless, it does not imply that in future times artificial intelligence will completely replace teachers or human interactions in any way. *“Going forward, we need balanced approaches where AI supports educational processes while keeping humans in the driver’s seat”*. (President of the Unesco). Technology itself is not capable of replacing teachers, however, learning different online tools will be essential.

3.6 Ethical and Social Implications

When talking about ethical and social implications regarding the use of AI in education, there are major concerns about privacy. For example, it is said that the use of AI for enhancing personalized learning might raise significant privacy issues for the personal information of teachers and students. Although these concerns do not inherently constitute disadvantages of AI, they must be managed with

care. Another major concern about the use of AI refers to the level of autonomy that this kind of technology gives not only to the teachers but also to the students.

Firstly, since AI can influence academic results and life opportunities, it is vital that reliance on AI for educational decisions does not eliminate students' or teachers' autonomy and judgment in any way. Also, it is really important to take into consideration the importance of moral values or ethical principles every time someone uses AI for educational purposes.

The World Economic Forum website published an article in Jan 2023 reflecting the opinion of leaders from around the globe who are experts in different fields such as Politics, Science, Education, Psychology, and more that work side by side with UNESCO (UN Educational, Scientific and Cultural Organization), convey that less than 10% of schools and universities follow formal guidance on using wildly popular artificial intelligence (AI) tools, like the chatbot software ChatGPT and others.

The roadmap for AI within the Educational Field is wide and multidimensional strategies must be considered to balance costs and benefits among users of AI for educational purposes. AI brings new horizons and challenges for education but the actions to be taken now and in the near future are crucial to ensure new AI technologies get integrated into education on our own terms to protect as it is our due to prioritize safety, inclusion, diversity, transparency, and quality.

Having said that, there will always be a possibility of biasing in AI algorithms and it is an issue to be worked on and keep an eye on today, and not wait for it to become a major issue in the future. Therefore, training AI with accurate information is the key to success. It is a must for us to keep in mind that AI is a helper but not the teaching core itself as we are the ones developing AI with external information to feed it day to day and let it improve.

3.7 Challenges and Considerations

Artificial intelligence is an amazing tool that is constantly changing, and as time goes on and improvements are made it will continue to greatly facilitate the work of students and teachers. While this may be true, it is necessary to reflect and not overlook different challenges and issues that it will bring to the educational landscape.

First of all, it is important to mention that the use of AI in the classroom may force the adaptation of many teachers. This may not be as easy as it looks, since there are still some teachers who struggle with the use of technology and have never received appropriate training to effectively use technological tools in the classroom. Also, there might be many institutions that due to their income are not capable of adapting to new technologies and can not afford teachers' training.

Next, it is necessary to consider how much it will cost to implement AI in Education. Many tools are open free, which means that all their resources are available for any user, however, there are many other paying options to access more advanced and different premium features or different templates.

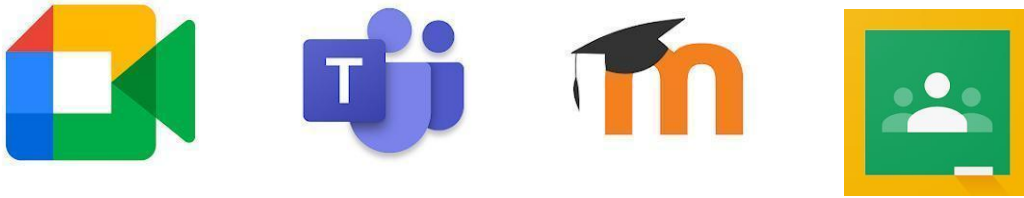
Finally, one of the greatest concerns about the use of AI in Education relates to the addiction that technology may cause on the students and even teachers. The use of different devices like cell phones, iPads, and computers can serve as multiple distractions. Despite this, hopefully, students and teachers around the world will overcome these challenges and continue growing and together create a better learning environment for them, and for future generations.

3.8 Definition of key terms

- **Artificial intelligence:** Abbreviation AI, the science of making computers do things that human beings can do. (Cambridge English-Spanish Dictionary, 2024)
- **Tool:** Something that is useful in helping you achieve something or do a job. (Cambridge English-Spanish Dictionary, 2024)
- **Autonomy:** The ability to make your own decisions without being controlled by anyone else. (Cambridge English-Spanish Dictionary, 2024)
- **Education:** The process of teaching or learning, especially in a school or college, or the knowledge that you get from this. (Cambridge English-Spanish Dictionary, 2024)
- **System:** A set of computer equipment and programs used together for a particular purpose. (Cambridge English-Spanish Dictionary, 2024)
- **Interactive learning:** It is a technique that seeks to get students actively engaged in the learning process, often through the use of technology. (Echo360, April 8, 2022)

IV. DESCRIPTION OF ACTIVITIES

4.1 Module 1 / Online Foreign Languages Teaching



Images taken from Google Images©, See references for more information

Week 1 and 2

Participants explored the fundamentals of online education and its application to English language teaching. The focus was on understanding virtual teaching approaches and the practicalities of setting up a virtual classroom. Various aspects of online education were examined, including the use of Learning Management Systems (LMS) like Moodle to create and manage virtual classrooms and develop asynchronous activities. Additionally, the use of platforms such as Microsoft Teams and Google Meet for synchronous teaching activities was discussed, highlighting their role in facilitating live interactions and real-time communication.

Participants continued with the different learning theories such as Cognitivism, Constructivism, and Behaviorism as a recap, activities were carried out to discuss them and how they can be applied within online learning environments and tools that can be used while teaching/learning within a theory or some of them in the same class. Students from the module expressed their opinions, some differed and others agreed, at the end, it was concluded that all of them are crucial but the environment will tell which is the one to lead at the time of the class depending on circumstances.

To put into practice what undergraduates were taught, as an evaluated activity, they were asked to participate in a forum created within Moodle so they were able to navigate the LMS and get familiar with it. It is important to highlight that the forum activity discussed which learning theory(s) they thought influenced the way foreign languages are taught online and why, additionally, they needed to reply to one of their peers' comments.

Week 3 and 4

The module shifted to Learning Management Systems (SAA-LMS in English), with an emphasis on their creation, management, and use for online courses. Participants gained hands-on experience with LMS platforms like Edmodo, Moodle, Schoology, Sakai, and others.

Students learned there is a whole online ecosystem for e-learning to set up virtual classrooms, design course content, and manage asynchronous activities. Practical activities were carried out focused on some LMS and their features to enhance the delivery of online English language courses and engage students in self-paced learning.

Pixabay was presented, a great website to get free images (Never heard of it before). Moreover, other Tech Tools for educational purposes were addressed, some of them were Padlet, Kahoot, Canvas, and others. As the second evaluated activity, all participants were asked to create via Canvas an infographic about an LMS with its features, advantages, and disadvantages.

Week 5 and 6

After chatting about challenges faced while working on the second evaluated activity (Infographic), the focus moved to educational platforms, specifically Google Classroom. How it works and features and their application for asynchronous online classes that were brought to the table.

Participants were introduced to Google Classroom's features and tools, learning how to create and organize course materials, assign tasks, and facilitate communication within the platform. Practical sessions provided experience in developing and managing online courses using Google Classroom, emphasizing strategies for effective asynchronous instruction and student engagement. Some were under students'/teachers' roles in different classrooms to know how it works and what students and teachers can do.

Week 7 and 8

Participants presented their educational products, including virtual classrooms and videos of work sessions conducted using TEAMS or MEET. This phase involved showcasing the virtual environments and asynchronous activities created throughout the module, as well as demonstrating their application in real teaching scenarios. Feedback was provided on the presentations, and reflections on the use of LMS and educational platforms in online English language teaching were shared, summarizing key learnings and potential improvements.

Once again, colleagues took different roles as teachers/students to participate in all different activities supporting each other's classes. It was demonstrated that Google Classroom is a unique Tech Tool that helps teachers and students to have an interactive class. Learning can be measured from there and teachers have track of students' performance.

4.2 Module 2 / Educational Applications for Learning a Foreign Language



Images taken from Google Images©, See references for more information

Week 1 and 2

First, the syllabus was presented so students could have an idea about what was coming for the whole module. The goal was to learn at least one new tool or more each Saturday.

In the first two weeks of the module, participants were introduced to a variety of technological tools designed for educational purposes and explored their theoretical foundations. Initial sessions covered tools such as Edpuzzle, Flip, Narakeet, Liveworksheets, Nearpod, and Padlet, along with the principles underlying their use in virtual foreign language teaching. The second week focused on the theoretical aspects of technology integration in education, including learning theories like Constructivism and integration models such as SAMR and TPACK. The relevance of these theories to the tools introduced was examined in detail, TPACK is a guide to be followed when teaching. Content goes first, based on that, it is to analyze what Pedagogy needs to be used and then, define what technological tools to use when developing the class.

Undergraduates were presented with the concept of gamification and game-based learning which is crucial when teaching and learning online while using technological tools. Working in pairs was assigned to develop a class using a technological tool for the next class.

Week 3 and 4

During weeks three and four, the module shifted to practical applications of selected tools: Edpuzzle, Flip, Narakeet, and Liveworksheets. Participants engaged in hands-on workshops, creating interactive video lessons, and interactive worksheets. Collaborative efforts resulted in lesson plans that incorporated these tools, which were then presented for peer feedback.

Week three allowed all participants to present. The fourth week included advanced discussions on integrating these tools into more complex lesson plans and addressing practical challenges. It is important to highlight that we were conducting a video to teach other colleagues how to create their own interactive worksheets. Through the process of recording the video, the usage of different tools was presented.

Week 5 and 6

In weeks five and six, the focus expanded to additional technological tools: Nearpod, Padlet, Kahoot, Powtoon, and Classroomscreen. Presentations covered Nearpod for interactive presentations and assessments, Padlet for collaborative boards, and Kahoot for quiz-based learning. Subsequent sessions introduced Powtoon for animated presentations and Classroomscreen for virtual classroom management. Participants created content using these tools and discussed their integration with previously covered technologies.

Week 7 and 8

The final two weeks were dedicated to student presentations, where participants demonstrated demo classes incorporating the technological tools learned throughout the module. Guidelines and

expectations for these presentations were provided, followed by preparation time. The final week featured student demos, showcasing the application of various tools in lesson designs. Feedback was given, and reflections on the module's outcomes were shared, highlighting achievements and considering future applications of the tools in educational settings.

4.3 Module 3 / Design of Didactic Materials for Virtual Environments



Images taken from Google Images©, See references for more information

Week 1 and 2

Students started by delving into the fundamentals of utilizing multimedia resources within a virtual learning environment. The initial focus was on the use and creation of podcasts. Practical sessions were held to teach them how to use Audacity for audio editing and SoundCloud for publishing and sharing their content. Through these sessions, students learned to produce engaging audio content and effectively integrate it into their educational materials.

Week 3 and 4

The module then transitioned to the fundamentals of image selection and creation. During these weeks, students explored Google Sites for building educational websites and Genially for creating interactive content. Additionally, students were divided into groups of three and assigned topics for a final group report. They worked on preparing their reports, with the first draft presented in week 5.

Practical activities continued to focus on selecting and incorporating images into educational resources, enhancing visual communication.

Week 5 and 6

The focus also shifted to creating presentations using Google Presentations. Students learned to design and develop impactful online presentations, integrating multimedia elements. They learned how to integrate multimedia elements effectively, such as images, videos, and interactive features, to enhance the visual appeal and engagement of their presentations.

Throughout the course, assignments were strategically designed to build towards the students' final reports. Students were tasked with presenting the first drafts of their group project reports. This milestone was a critical opportunity for them to showcase their work in progress and receive valuable feedback. The feedback provided was aimed at refining their reports, addressing any areas for improvement, and guiding them towards producing a polished final submission.

Week 7 and 8

As the course neared its conclusion, students concentrated on video creation, gaining practical experience with OpenShot for video editing. The class covered fundamental techniques for video production, including editing, adding effects, and integrating multimedia elements, all aimed at producing professional-quality educational videos.

In addition to their video projects, students were tasked with creating a Google Site as a group. This site was designed to be a comprehensive showcase of all the assignments and materials they had developed throughout the module. It featured a variety of content, such as podcasts, presentations, interactive images, and videos. During this final phase, students also presented their group project

reports, encapsulating their learning and accomplishments from the course.

V. ACHIEVEMENTS

Throughout the course, significant achievements were realized, reflecting the effective application of knowledge and skills gained from each module.

- Students successfully demonstrated proficiency in utilizing various technological tools for online language teaching.
- Participants developed competence in using LMS platforms like Moodle for managing virtual classrooms and creating asynchronous activities.
- Students designed and produced a range of multimedia resources, including podcasts, online presentations, interactive images, and videos.
- In collaborative group projects, students effectively prepared and presented final reports, incorporating multimedia elements learned throughout the course.
- Students reflected on how AI technologies could transform education, integrating their learning from the modules with broader insights into AI's impact on teaching and learning. They assessed the potential benefits and challenges of AI, showcasing their ability to connect theoretical knowledge with practical applications.

VI. CONCLUSIONS

The course provided a thorough exploration of integrating technological tools and multimedia resources into educational practices. By engaging with various tools and platforms, students developed essential skills for enhancing teaching and learning in a digital environment. Key conclusions from the course include:

- Students successfully utilized a range of technological tools such as Edpuzzle, Flip, Narakeet, and Liveworksheets. These tools were instrumental in creating interactive and engaging online learning experiences, demonstrating their effectiveness in modern education.
- The course highlighted the importance of Learning Management Systems (LMS) like Moodle in managing virtual classrooms. Students learned to set up and manage online courses, facilitating both asynchronous and synchronous learning activities effectively.
- Through the use of platforms such as Microsoft Teams and Google Meet, students gained practical experience in conducting real-time online sessions. This demonstrated their ability to manage live interactions and enhance virtual classroom experiences.
- Students designed and produced a variety of multimedia materials, including podcasts, presentations, and videos. Integrating these into a comprehensive Google Site showcased their ability to create dynamic and engaging educational content.
- The course emphasized the role of multimedia in enriching educational materials and improving engagement. By applying multimedia skills, students were able to develop a cohesive online portfolio, reflecting their capability to enhance teaching through diverse content formats.

Overall, the course equipped students with practical skills in using technological and multimedia tools, preparing them to adapt and innovate in the evolving educational landscape.

VII. RECOMMENDATIONS

To build on the insights gained from the course and further enhance the integration of technological tools and multimedia resources in language education, the following recommendations are suggested. These recommendations aim to encourage students to actively apply their newly acquired skills and motivate professors to incorporate a broader range of technological tools into their teaching practices:

- Apply the technological skills and multimedia techniques acquired during the course in practical settings. Use tools like Edpuzzle, Google Sites, and multimedia creation platforms in your language learning projects and teaching practices to reinforce and expand your skills.
- Stay engaged with new developments in educational technology. Regularly seek opportunities to enhance your proficiency with emerging tools and resources, and incorporate these into your personal and professional practices.
- Consider integrating a wider range of technological tools and multimedia resources into future courses. Tools such as Nearpod, Flip, and Liveworksheets can create more dynamic and interactive learning experiences, enhancing student engagement and participation.
- Foster a learning environment that encourages experimentation with new technologies. Support students in exploring and using various tools, and provide opportunities for them to showcase their innovative uses of technology in their coursework.
- Connect technological tools to real-world applications in language teaching and learning. Demonstrating practical uses of technology will help students see the relevance and value of these tools in their future careers.

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Official Website. (n.d.), Logo of Microsoft Teams. <https://teams.microsoft.com/>

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Official Website. (n.d.), Logo of Moodle. <https://moodle.org/?lang=es>

Official Website. (n.d.), Logo of Kahoot. <https://kahoot.com/>

Official Website. (n.d.), Logo of Edpuzzle. <https://edpuzzle.com/>

Official Website. (n.d.), Logo of Likveworsheets. <https://www.liveworksheets.com/es>

Official Website. (n.d.), Logo of Flip. <https://info.flip.com/es-us.html>

Official Website. (n.d.), Logo of Miro. <https://miro.com/>

Official Website. (n.d.), Logo of Narrakeet. <https://www.narakeet.com/>

Official Website. (n.d.), Logo of Audacity. <https://www.audacityteam.org/>

Official Website. (n.d.), Logo of Soundcloud. <https://soundcloud.com/es>

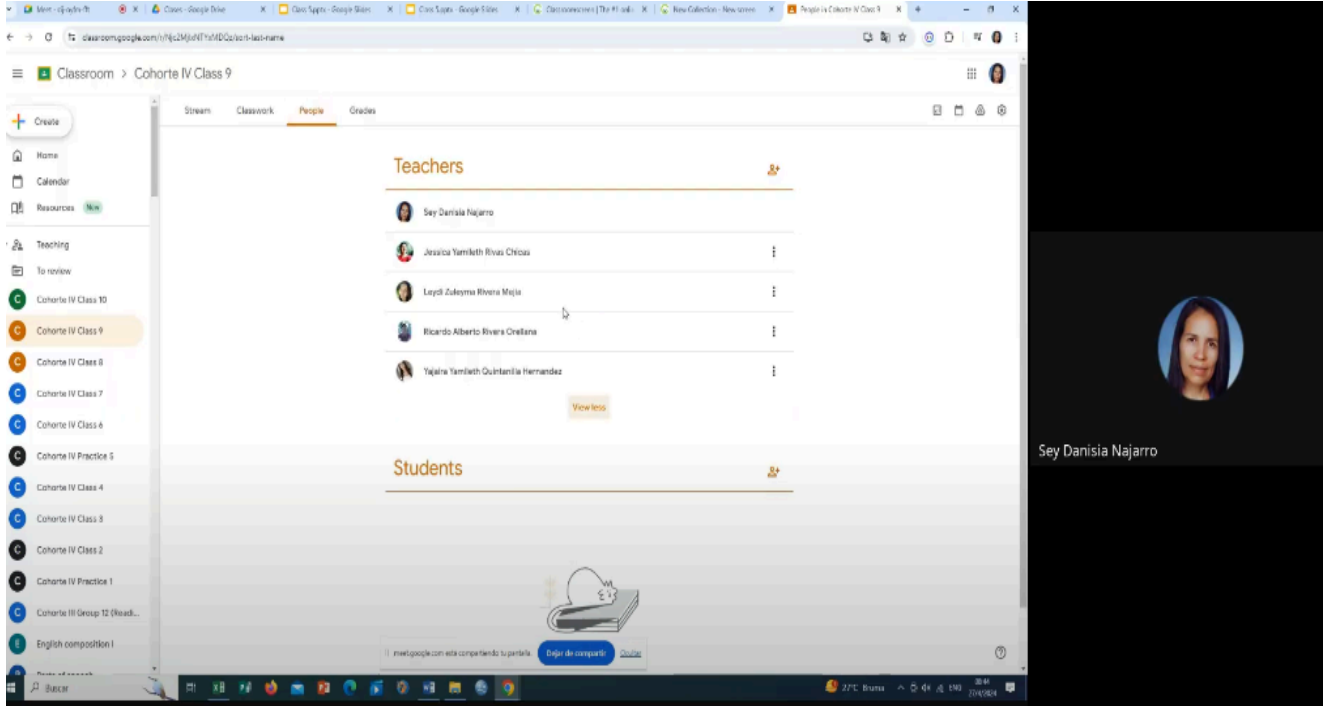
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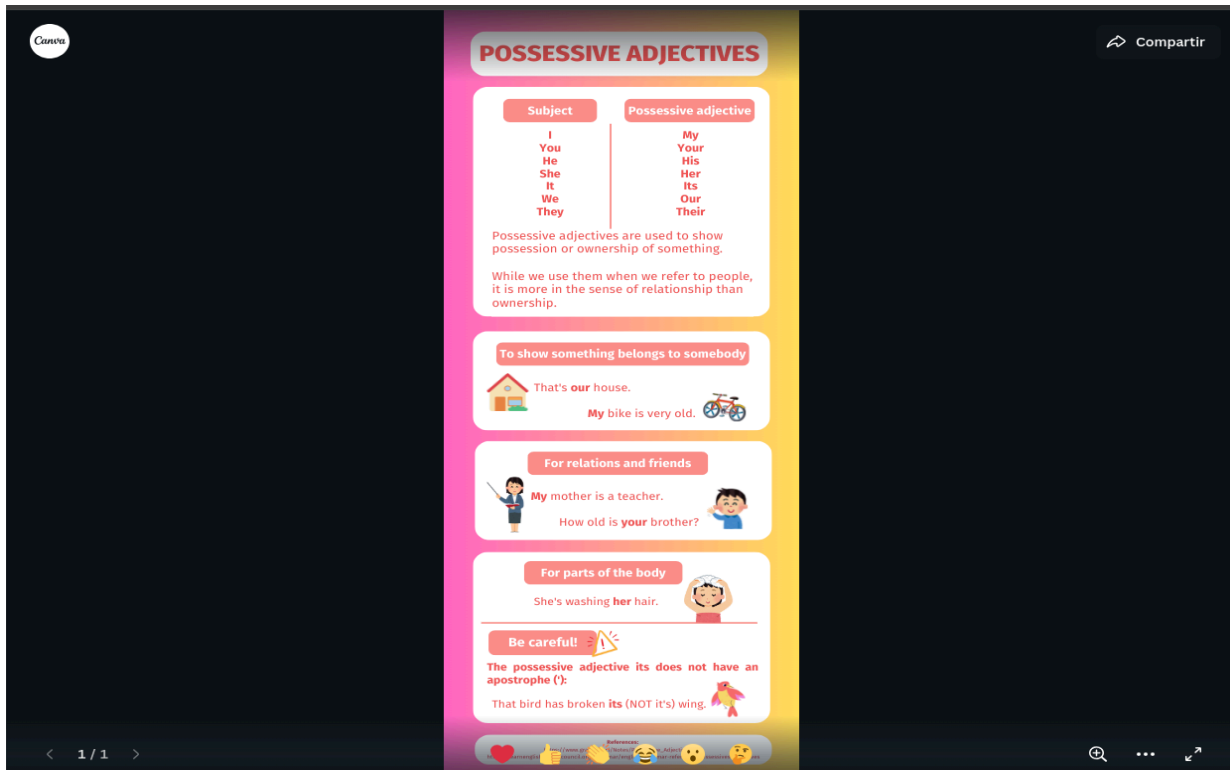
Official Website. (n.d.), Logo of Google Sites. <https://sites.google.com/>

IX. APPENDIXES

A class where the students were learning about the use of Google Classroom:



Infographic (Evaluated Activity)



Jamboard activity during the class

The Jamboard activity is titled "Group 1 Synchronous Work" and features several key points and images:

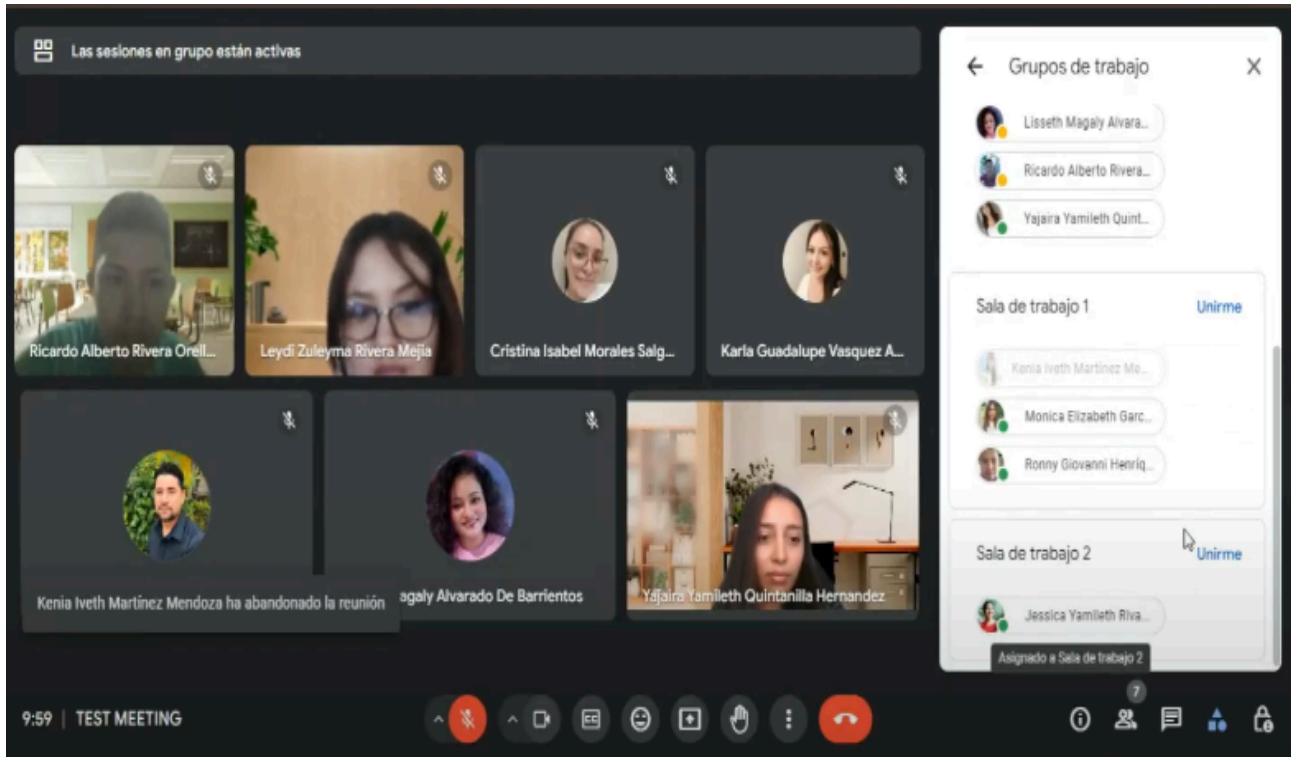
- some examples are :** -phone or video-calls live webinar or classes instant messaging when responses are immediate
- Close to our students**
- Real time feedback**
- Coordination is the key**
- Collaborative learning**
- Online or Physical**
- Social interaction**
- All participants are in the moment that an activity is happening and actively participate.**
- The instructor and the students in the course engage with the course content and each other at the same time, but from different locations.**
- Attend classes on time. Setted up class schedule**
- Synchronous it's happen in real time.**
- Synchronous work is a form of communication where all participants interact in real-time.**
- faster information exchange**
- synchronous communication is the exchange of information between 2 or more people in real-time in addition to in two person conversation or meeting, call phone**
- Real time communication happening over the video calls discussions where responses are immediate.**
- Synchronicity means doing something at the same time and with learning**
- THE BENEFITS OF SYNCHRONOUS LEARNING**
01 Synchronous Learning occurs when students learn the same thing at the same time, online or offline.
Tweel Thought
- SYNCHRONOUS LEARNING**
Live webinars, Instant messaging, Video conferencing, Virtual classrooms
- Synchronous Learning**
Where to Use Synchronous Learning in the Office

Google Classroom demo class

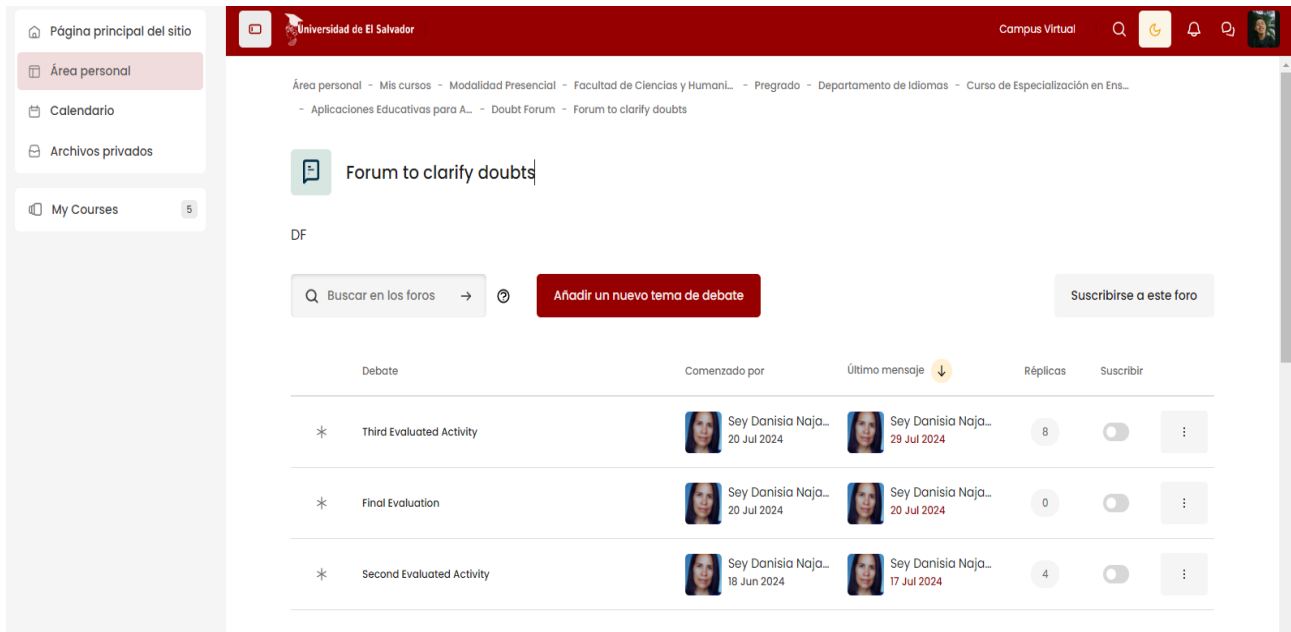
The Google Classroom demo class interface shows the following details:

- Classroom > Cohorte IV T9 English Phonetics**
- Maet** (Unirme) - Visitar para los alumnos
- Código de clase**: y3lb77r
- Próximas entregas**: Sin tareas ninguna tarea para esta semana. [Ver todo](#)
- Annuncio**: Anuncia algo a tu clase
- Message from Ricardo Alberto Rivera Orellana** (1 may (última modificación: 1 may)):
WELCOME STUDENTS!!
Here you will find all the information related to our class, you will have access to different resources and activities like forums, videos and more things like that.
If you have any questions, please don't hesitate in get in touch with us, and we will be more than happy to help you.
NOW LET'S GO TO STUDY!!
Best regards,
Jessica Yanielth Rivas Chicas
Leydi Zuleyma Rivera Mejía
Ricardo Alberto Rivera Orellana
Yajaira Yanielth Quintanilla Hernández
- Video Call**: Ricardo Alberto Rivera Orellana

Final class on module 1 (group presentations)



Forums available where the teacher clarifies doubts about the course or evaluated activities:



Video tutorial (Evaluated activity)

Simple Past

Part 1: Choose the correct simple past tense form of the verb to complete the sentence.

1. He _____

write
wrote
writing

2. We _____

watch
watching
watched

3. The dog _____ loudly at the stranger.

Este truco derrite la grasa mientras duermes

Haz esto durante 15 minutos al día y ganas 370 dólares al día

Settings for Select Element

General settings

Select type: *

Wrong Answer

SAVE Close

Kevin Jimmy Linares Guardado

4:23 / 10:36

First class of the second module on June 8, 2024:

CLASE 1 Part 1 .PPTX

File Edit View Insert Format Slide Arrange Tools Help

Search +

1

2

3

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

Module II

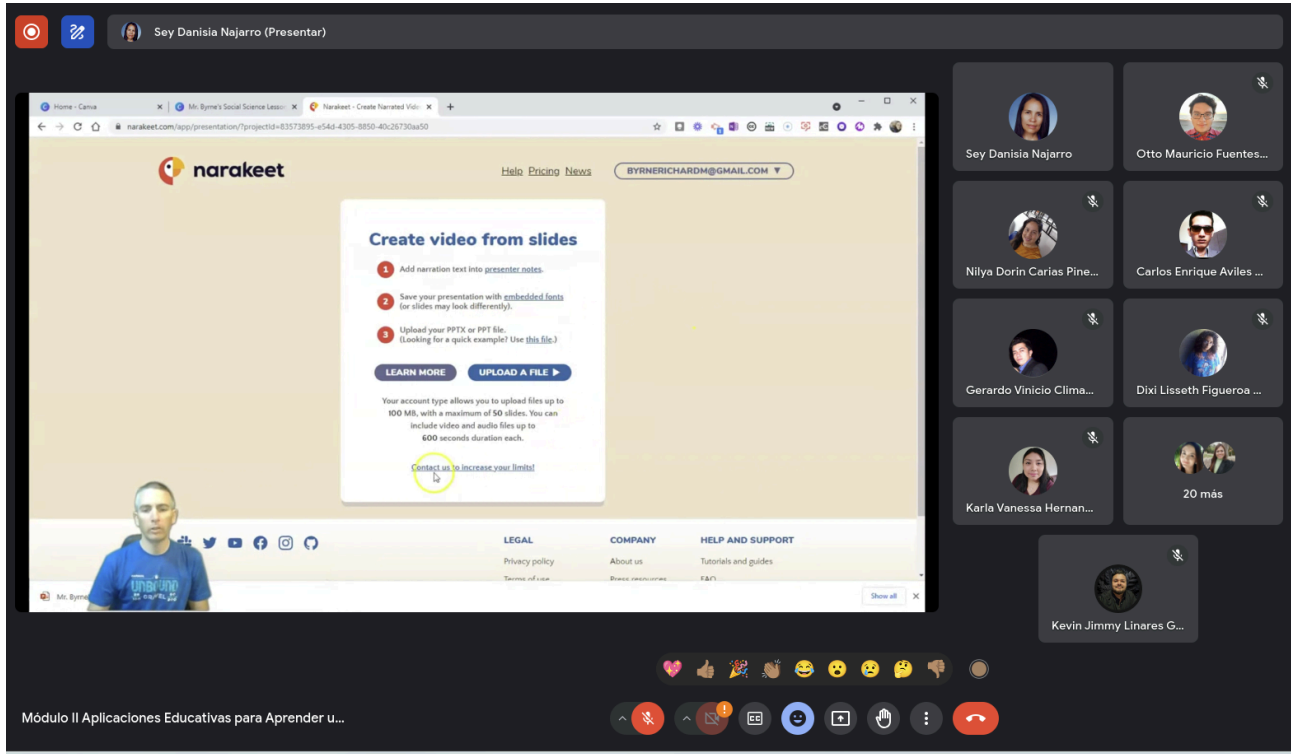
Educational Applications for Learning a Foreign Language

June 8, 2024

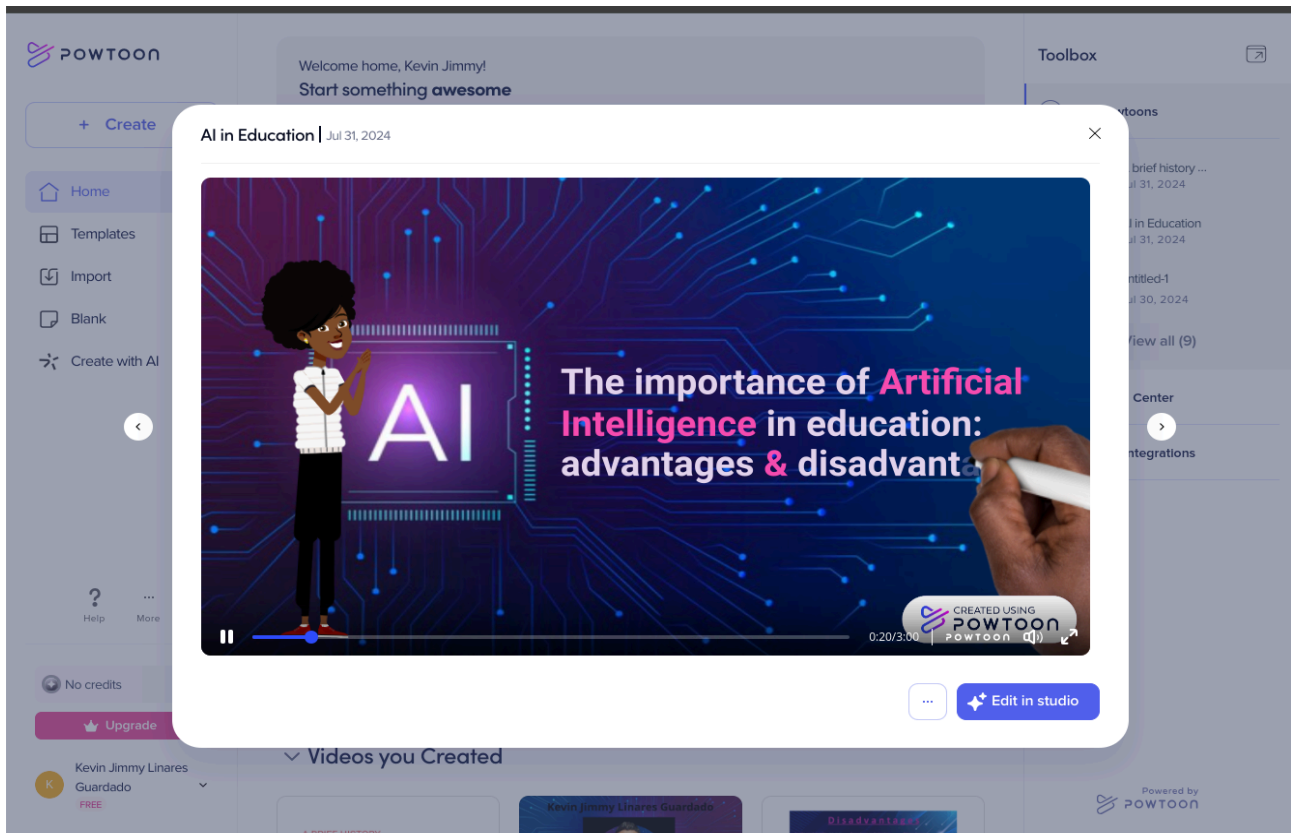
Dejar de compartir

Sey Danisia Najarro

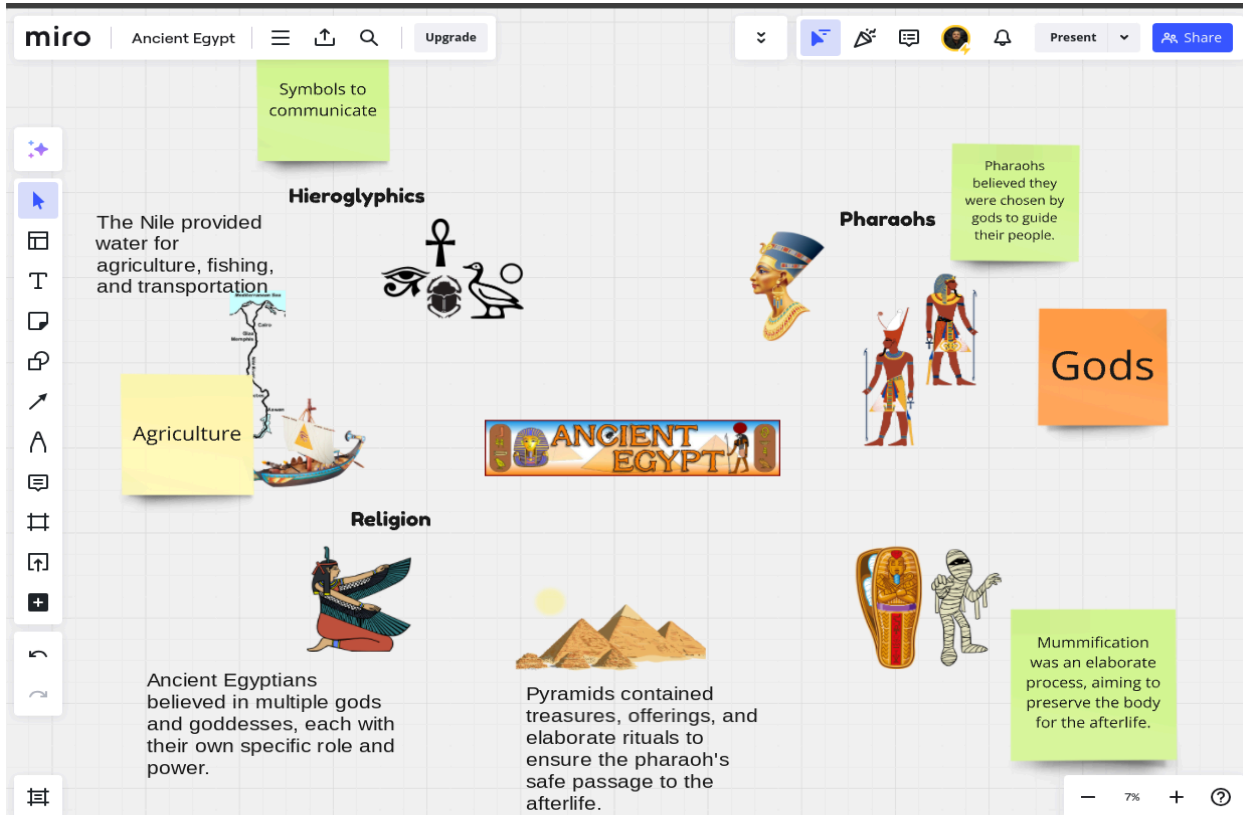
Narakeet introduction (video tutorial)



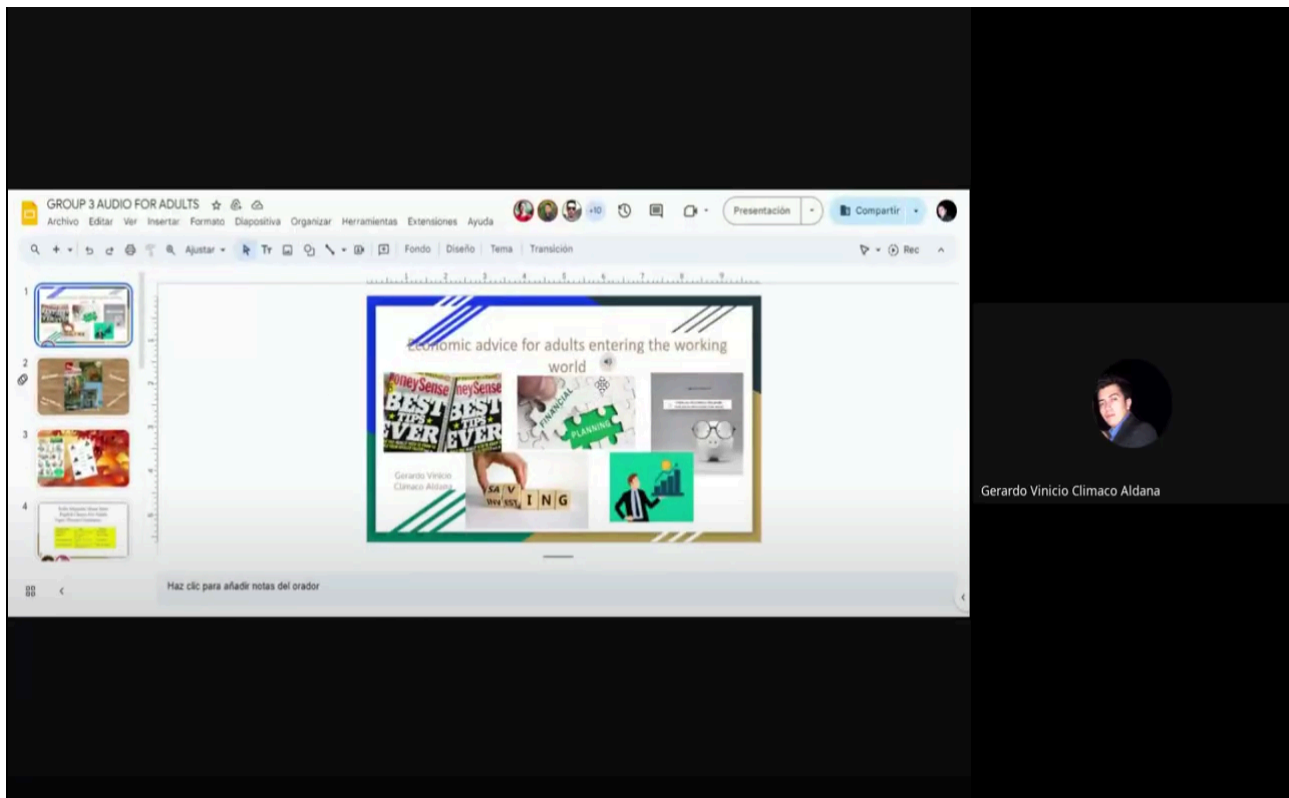
Powtoon video creation (Evaluated Activity)



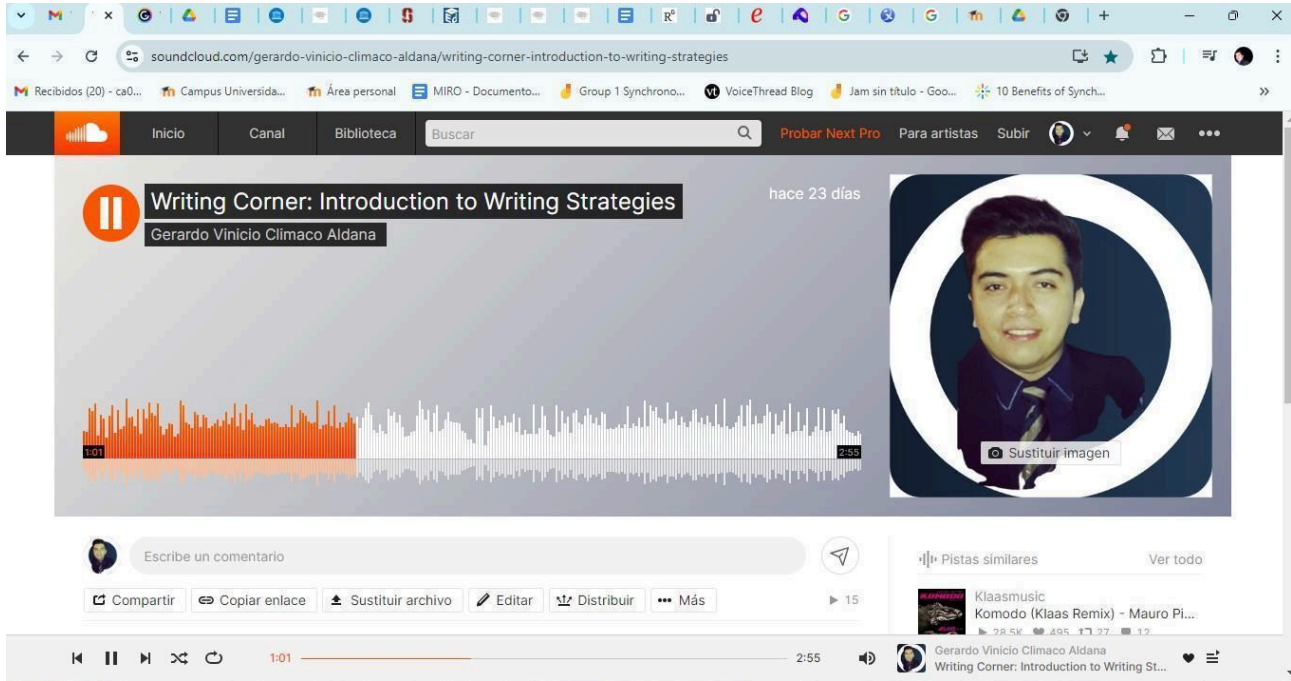
TTool activity (MIRO)



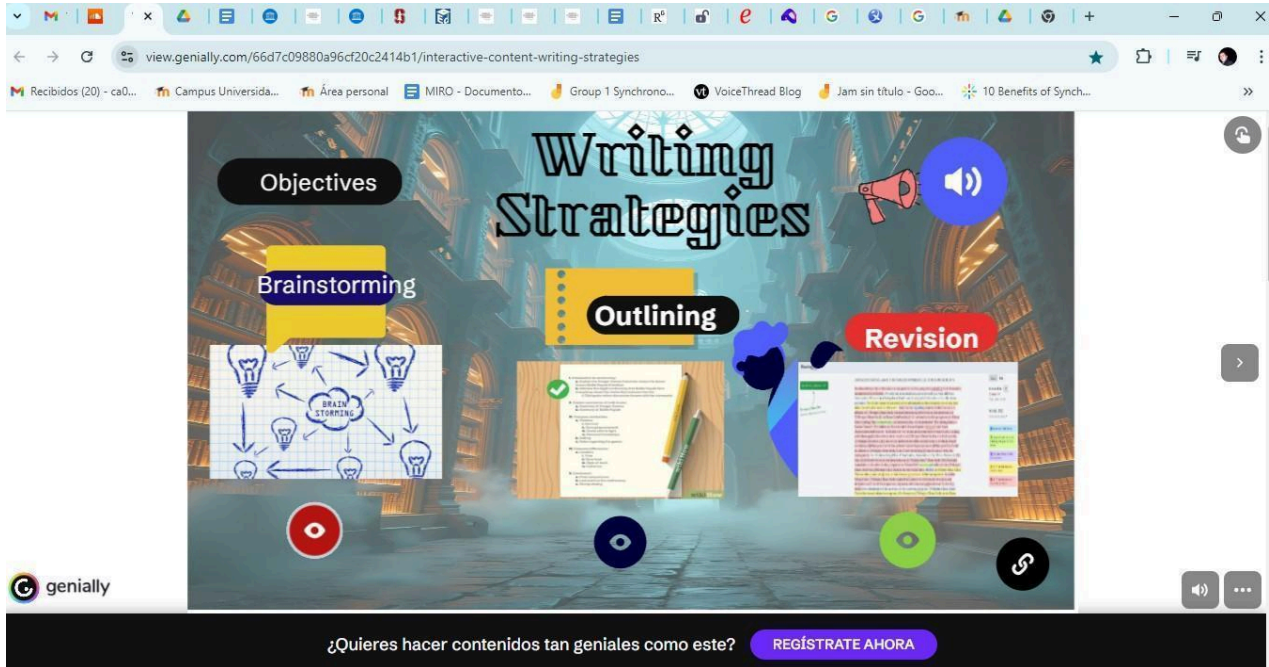
Google Slides activity with multimedia content (MP3 audio)



First evaluated activity (Podcast - August 2024).



Second evaluated activity (Interactive Image)



Screenshot class activity (Google Site)

Global Bites

Se han guardado todos los cambios en Drive

Publicar

Inicio Spanish Food Honduran food Leydi Rivera Vegetables Chinese Food Mexican Food. Sandra Vargas Más

Chinese Food

Chinese food is one of the key components of Chinese culture, with a rich history, distinctive traits, many styles, and beautiful cookery. Chinese traditional cuisine is renowned for its flavors, colors, aromas, appearances, and meanings.

20 Most Popular Chinese Dishes You Should Try

- Peking Duck
- Sweet and Sour Pork
- Kung Pao Chicken
- Ma Po Tofu
- Spring Rolls

Insertar Páginas Temas

Filtrar páginas

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- French Food Kenia
- SALVADOREAN FOOD JULIO ...