
Enhancing English Language Teaching through Virtual Workshops on Digital Learning Materials

Pedro Escalante
Andres Bello Catholic University

Abstract

The main objective of this intervention research was to enrich the teaching strategies of a group of English as a Foreign Language (EFL) teachers through four online workshops on digital learning materials (DLMs). Pre-survey questionnaires were administered to determine to what extent participants master certain DLMs and the instructional purposes they consider when incorporating DLMs into their classes. The data collected paved the way for designing and developing these workshops. Zoom was the virtual classroom for this intervention research, and Google Classroom functioned as the Learning Management System (LMS). Goals and indicators were set to evaluate their effectiveness along with feedback forms conducted at the end of each workshop. Results showed that all the goals and most indicators set to reach these goals were successfully met. In addition, participants' responses indicated that the workshop content was beneficial for teaching EFL in a virtual environment, and they plan to integrate it into their classes. Finally, incorporating interactive activities into the workshop content fosters engagement.

Keywords: Online workshops, digital learning materials, virtual classroom, English as a foreign language

Introduction

This intervention research was conducted at a language institute devoted to teaching English as a Foreign Language (EFL) to children from ages 8 to 12 years, predominantly from disadvantaged backgrounds. This institute is located in Venezuela and offers both blended and online classes and is sponsored by a foundation. In addition, most of their teachers were undergraduate students, majoring in English Language Education, who volunteer to teach EFL to these kids.

This group of teachers masters some digital learning materials that are useful for teaching EFL, yet their students can benefit from interacting with new DLMs aimed at developing their English language skills in a virtual environment. These participants can gain

knowledge on integrating digital interactive activities, gamification, virtual reality, and other resources into their online classes to enhance English language instruction. Indeed, employing Information and Communication Technology (ICT) is beneficial for effectively learning English as a Second Language (Lazebna & Prykhodko, 2021). For example, platforms such as YouTube, Quizizz, and Wordwall have features that boost successful teaching and learning (Said, 2023).

In addition, teachers should possess the pedagogical skills to successfully integrate technology into the teaching and learning process to better support students. Technology by itself does not improve pedagogy; its adequate integration depends on the ways that digital resources are used and incorporated into instruction to foster fruitful learning (Keengwe &

Georgina, 2012). Specifically, “digital materials are not an end in themselves” (Aller, 2019, p. 41). Having students download a PDF document does not improve learning, for example.

To promote student engagement, using technology effectively boosts interconnectivity and communication in the classroom and allows learners to interact, collaborate, and engage with class materials through different means (Negoescu & Boștină-Bratu, 2016). Therefore, these teachers should enhance their digital and pedagogical skills to use, adjust, and create DLMs with clear learning objectives, focusing on the English skills their students need to develop. This workshop series can represent an opportunity for this group to fulfill this goal. Therefore, the primary research question is: How does incorporating online workshops on digital learning materials in virtual classrooms impact TEFL practices?

Literature Review

Digital Learning Materials (DLMs)

A Digital Learning Material is a virtual resource implemented in the teaching and learning process, including any online class materials used by a teacher or student during a course such as notes, syllabus, teaching guide, tutorial, etc. (Fernández-Pambillón et al., 2012). Moreover, they are electronically accessible to students and teachers but do not entail a complete curriculum (Tosh et al., 2020). In language teaching and learning, examples of DLMs include online flashcards, podcasts, digital worksheets, graphic organizers, online dictionaries, and other resources, as long as they are in digital format.

Area (2019) outlines the characteristics of the DLMs from two perspectives: technological and pedagogical. Based on their instructional component, the author describes that the digital learning materials: a) provide access to various sources of information, b) promote experiential learning, c) create social and communicative environments, d) involve formative and constant assessments, e) boost motivation through gamification or playful learning, f) enable students to construct learning, and g) facilitate customization and adjustment.

Virtual Classroom vs. Learning Management System (LMS)

A virtual classroom is an application for delivering live and classroom-like lessons via the web (Aberdour, 2011). This definition implies that it is utilized for synchronous learning. In addition,

a virtual classroom is considered a digital instructional environment that allows students to access all course materials and offers a contextual, dynamic, and interactive learning space (Rufai, Alebiosu, and Adeakin, 2015). It can be software-based, which involves running an executable file, or web-based, accessed via a portal (Siddiqui, 2013). In synchronous learning, virtual classrooms enable real-time communication between teachers and students through audio, video, digital whiteboards, polls, breakout rooms, instant messages, and other features (Martin & Parker, 2014). Zoom constitutes the virtual classroom for this intervention research and is employed to promote real-time interaction between participants, the instructor, and workshop materials.

A Learning Management System (LMS) contains features and resources to support instruction such as course management tools, virtual group discussions, class material, presentations, videos, grades, and course feedback and evaluation (Fathema, Shannon, & Ross, 2015). Area (2019) categorizes LMSs as a type of digital learning material, while Priora (2021) mentions that an LMS is a virtual classroom. Is Google Classroom a virtual classroom or a learning management system? Kraus et al. (2019) consider Google Classroom a virtual classroom, whereas Dash (2019) labels it as an LMS. However, the terms LMS and virtual classroom are used interchangeably in Dash's (2019) research. Considering the features outlined by Fathema et al. (2015), Google Classroom falls under the category of Learning Management System.

Additionally, LMS promotes ubiquitous learning (u-Learning), and is described as a daily educational environment assisted by mobiles, wireless connections, and embedded systems (Ogata et al., 2009). Integrating an LMS platform like Google Classroom into workshops is beneficial. It allows participants to access instructional materials and presentations, read announcements, participate in online discussions, and complete workshop feedback from their mobile or computing devices anytime and anywhere, promoting u-learning. In short, the virtual classroom (Zoom) mostly facilitates synchronous learning while the LMS (Google Classroom) mainly fosters asynchronous learning.

Methods and Materials

This paper employs the intervention research methodology since it centers on determining the

most effective strategies for improving outcomes by drawing conclusions based on the relationships between an intervention and its outcome (Melnyk & Morrison-Beedy, 2018). In this study, an intervention was designed and implemented to enhance the teaching practices of a group of EFL teachers. To achieve this, the participants' needs were first identified, followed by the creation and implementation of activities. Finally, the outcomes were derived through the evaluation and reflection on the intervention.

Objectives, Goals, and Indicators

The main objective of this paper is to examine the role of workshops on digital learning materials

(DLMs) in enhancing TEFL practices. To reach this objective, the study focused on the following specific objectives: 1) Analyze the use of DLMs in the creation of EFL content, 2) Examine the role of DLMs in promoting student participation in the virtual classroom, and 3) Explore the integration of DLMs for assessing English language acquisition. In addition to these objectives, setting goals and indicators was also fundamental for designing, delivering, and evaluating this workshop series. The table below shows the six goals that guided this intervention research and their respective indicators used to measure each goal.

Table 1
Goals and Indicators

Goals	Indicators
Create and manage a class in Google Classroom	<ul style="list-style-type: none"> • Invite participants to join a class in Google Classroom • Create topics in Google Classroom to organize content • Upload digital learning resources and presentations to this platform weekly • Add feedback forms to gather reflections • Make announcements to communicate important information
Design interactive activities in Google Slides	<ul style="list-style-type: none"> • Design at least two get-to-know-you activities in Google Slides • Develop vocabulary and grammar exercises using Google Slides • Design a virtual field trip and a comic strip using Google Slides • Include at least three graphic organizers • Create an exit ticket in Google Slides
Create interactive activities in Google Jamboard	<ul style="list-style-type: none"> • Create a get-to-know-you activity using Jamboard • Design at least five activities to develop English language skills • Develop an interactive notebook using Jamboard • Design an exit ticket activity in Jamboard
Choose learning activities designed for learning English as a foreign language using specific digital tools	<ul style="list-style-type: none"> • Select gamified activities aimed at learning English on Quizizz, Quizlet, and Blooket • Include physical activities using fitBoost to use them as a brain break • Select clips about American Sign Language on www.lifeprint.com • Incorporate a digital activity about mindfulness • Include a digital scavenger hunt activity • Choose two videos on YouTube that can be used as brain-break activities in class • Choose a virtual field trip on Nearpod to promote English culture
Deliver four workshops on digital learning materials to enhance English language skills	<ul style="list-style-type: none"> • Schedule workshops on Google Calendar • Keep track of attendance • Record live sessions

	<ul style="list-style-type: none"> ● Build a connection with participants through the incorporation of get-to-know-you activities ● Present all the digital learning materials planned for each workshop ● Engage 80% of participants with the workshop content ● Answer possible participants' questions
Set up activities for data collection to evaluate the effectiveness of the workshops	<ul style="list-style-type: none"> ● Organize a follow-up session with participants after completing the four workshops to evaluate how they plan to employ the workshop content in their classes ● Design a feedback instrument in Google Forms to gather useful information to measure the impact of each workshop ● Review participants' responses

Research Context and Participants

The total number of participants was eight (8) Hispanic members from Venezuela: six (6) women and two (2) men. Seven (7) participants were undergraduate students from the same pedagogical university, while the other was a recent graduate. Their major was Teaching English as a Foreign Language (TEFL), and they were volunteer teachers at the institute where the study was conducted. They were invited to participate in this workshop series and willingly accepted to be part of this research. Similarly, the research and workshop trainer was a Venezuelan male teacher with experience in TEFL and educational technology.

An initial survey was administered to determine to what extent this group of eight (8) attendees mastered certain digital learning materials (DLMs) and use technology in teaching English as a Foreign Language. This instrument contained demographic questions, 22 items with a Likert scale of 5 levels, and two open-ended questions. The eight (8) interviewees were asked to rate their level of familiarity with some educational resources such as Flipgrid, Nearpod, Padlet, and Quizlet, as well as the level of utilization of technology in education including gamification, virtual reality, podcasts, and other tools. The purpose of the open-ended questions was to identify other possible DLMs the participants master and use in their classes.

The data collected indicated that none of the participants knew about ClassDojo, Flipgrid, Jamboard, Nearpod, or Pear Deck. A total of 66.7% of the survey respondents did not know how to use either Genially or Padlet whereas 33.3% did not know how to use Kahoot. Eighty

percent of the participants indicated not knowing Google Earth while half of them mentioned not knowing how to use Quizlet or Quizizz. On the contrary, the level of mastery of Google Classroom was notable, with 83.3% of respondents knowing how to use it. The level of knowledge of Google Slides varies among participants, with one-third reporting having a high mastery of this tool.

After identifying the DLMs that this group of teachers was more familiar with, a second survey instrument was designed to determine the instructional purposes for which they use these DLMs in their classes. These purposes included activating prior knowledge, content delivery, group activities, classroom participation, assessment, reviews, and closing activities. Participants needed to indicate whether they used the chosen digital learning materials during these stages.

The data showed that PowerPoint is mainly employed for content delivery and activating background knowledge. Half of this group mentioned using Kahoot to promote student participation while 16.7% used Google Slides and Padlet for the same purpose. All participants stated that they employ WhatsApp for diagnostic and formative assessment, whereas half of them use it for summative assessment. On the other hand, none of the participants implement Kahoot, Liveworksheets, Padlet, Quizizz, or Quizlet for content delivery, or Canva, Google Slides, Liveworksheets, or Padlet for student assessment.

Planning of Activities

Organizing a successful workshop requires a lot of effort, and the more meticulously the workshop phases are detailed and planned from the beginning, the better the outcomes will be (Radić-Bojanić & Pop-Jovanov, 2018). This intervention research encompasses four stages: the diagnostic phase, design, delivery, and evaluation.

During the pre-planning phase, it is essential to know who the participants are, their current knowledge level of the content, and the needs the workshop intends to address (Belay, Ruairc, & Guérandel, 2019). The phone interview with the principal, and two surveys conducted in the diagnostic stage served this purpose. The data collected provided the participants' level of mastery of some DLMs and how they use them. This information guided the design of the workshop content to meet the participants' needs, including new resources to make the content more meaningful.

The design stage required the most work and time since it involved the creation of DLMs. To begin with, get-to-know-you activities were created and incorporated into the workshops. Facilitators should incorporate icebreakers and humor so that participants feel comfortable and engaged (Belay, Ruairc, & Guérandel, 2019). For this reason, get-to-know-you activities were integrated into the content to foster a connection between the instructor and the participants. Moreover, participants can implement them to build rapport between teachers and students in the virtual classroom.

Most of the workshop materials promote interaction, which is a key element to engage learners. The more students interact with their peers, digital resources, and teachers, the more interaction will contribute to their learning (Alvarez, 2021). In addition, tools like Quizizz, Quizlet, and Nearpod offer interactivity. This enables students to explore digital scenarios to solve problems and tasks, face challenges, and complete activities or interactive games (Aller, 2019). Therefore, participants can enhance their teaching strategies by incorporating interactive activities into their classes.

Brain breaks are physical and mental exercises that last approximately 10 minutes. They are important in the classroom as they provide "opportunities for students to breathe,

relax, recharge and refocus" (Weslake & Christian, 2015, p. 39). Students may feel fatigued during online classes. Thus, FitBoost activities and dance song videos were incorporated to promote physical movement in the virtual classroom and help learners concentrate. Moreover, learning American Sign Language (ASL) can serve as a brain break activity; therefore, ASL videos were included in the third workshop.

Virtual field trips allow learners to visit different locations, communicate with experts, and engage in interactive activities within a classroom setting (Meyer, 2016). A way to incorporate culture into lessons is by having students explore English-speaking countries and complete interactive tasks using virtual reality. Nearpod offers pre-designed lessons that the participants can use and adapt to teach about these countries. Google Earth is another tool that can be employed to take students on virtual field trips. Both tools were introduced in the fourth workshop.

Gamification promotes student engagement. A study by Mohammed and Ozdamli (2021) found that the enjoyable features of game-based applications like amusement, fun, and emotional gratification boost student participation in learning tasks. For this reason, gamified activities on Quizizz, Quizlet Live, and Blooket were integrated into the workshop content.

Exit tickets were included in the workshops as closing activities. An exit ticket is an assessment tool employed at the end of a lesson that can be beneficial for outlining ideas and concepts (Akhtar and Saeed, 2020). They also communicate to students that their reflections are valued (Leigh, 2012) and are mainly used as formative assessment. Incorporating exit tickets into lessons can help students reflect on their learning, and teachers can use this information to plan future lessons. In this study, exit tickets were created using Google Slides, Jamboard, and Google Forms.

Finally, designing an evaluation form for participant feedback or personal reflection is a way to evaluate the workshop (Radić-Bojanić & Pop-Jovanov, 2018). Also, to enhance online learning, students' suggestions can offer insights for improving aspects such as time management, participation, resources, content, and more (Alvarez, 2021). A feedback form was created

using Google Forms to meet these purposes and to be used at the end of each workshop. The first question asked participants to rate the workshop using a 4-point Likert scale. It also included three open-ended questions and a section for final comments.

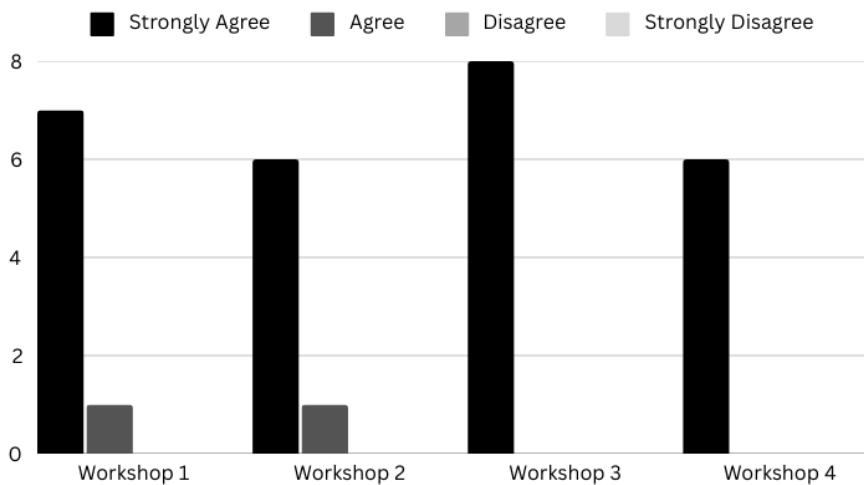
Results

Data was obtained from participants' feedback, research observations and an analysis of goals and indicators. Beginning with their feedback, the following are some of the items that attendees rated: 1) The content of the workshop contributed to the improvement of my English language teaching strategies in the virtual classroom, 2) This workshop provided me with

tools for creating digital content for English language teaching, 3) This workshop gave me strategies to promote student participation in the virtual classroom, and 4) This workshop provided me with strategies for assessing my students in the virtual classroom.

For the first item, all participants strongly agreed that the content of the third and fourth workshops was useful for enhancing their EFL teaching strategies in the virtual classroom, while nearly all strongly agreed that the first and second workshops served the same purpose. The categories that disagree and strongly disagree were not selected in any of the four workshops (see figure 1).

Figure 1
Contribution to TEFL Strategies



The figures 1, 2 and 3 show the participants' responses for the second, third and fourth items, respectively. Overall, most participants strongly agreed, while others agreed that the workshops were useful for integrating DLMS to create

content, promote participation and assess students. Particularly, all participants strongly agreed the workshop on brain breaks accomplished these three purposes.

Figure 2
Tools for Content Creation

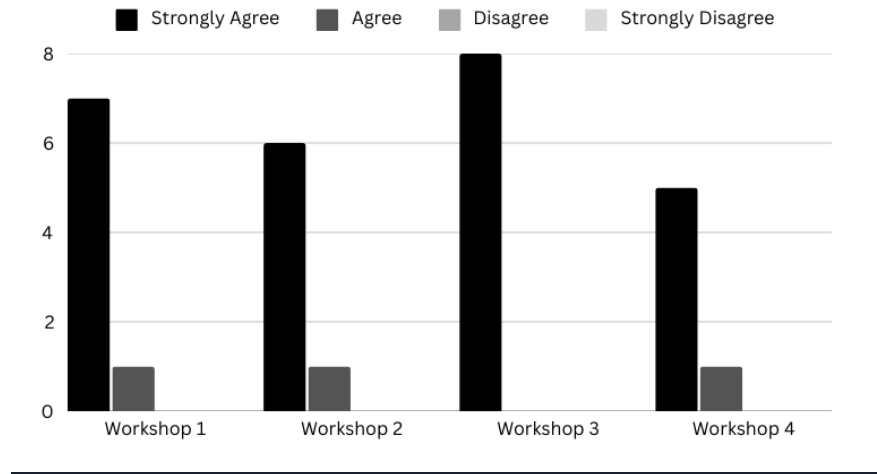


Figure 3
Fostering of Participation

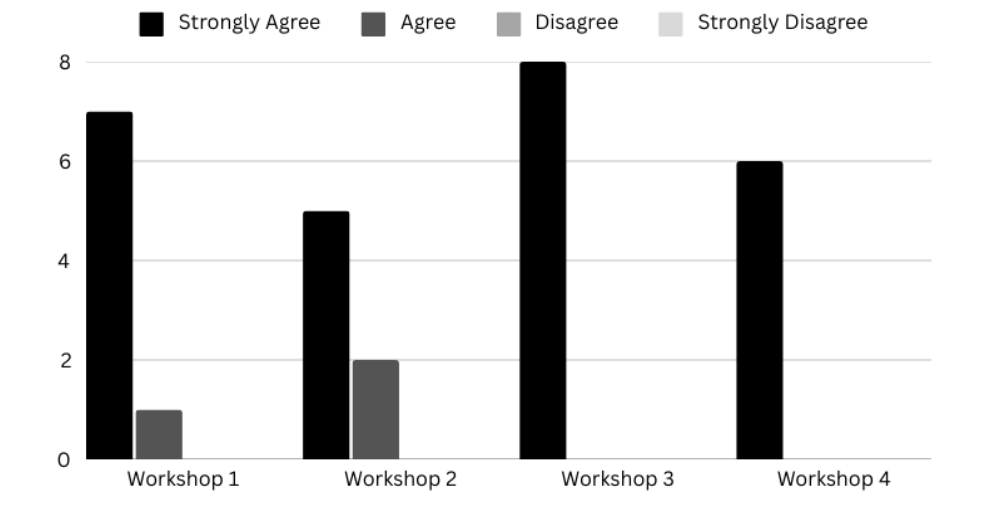
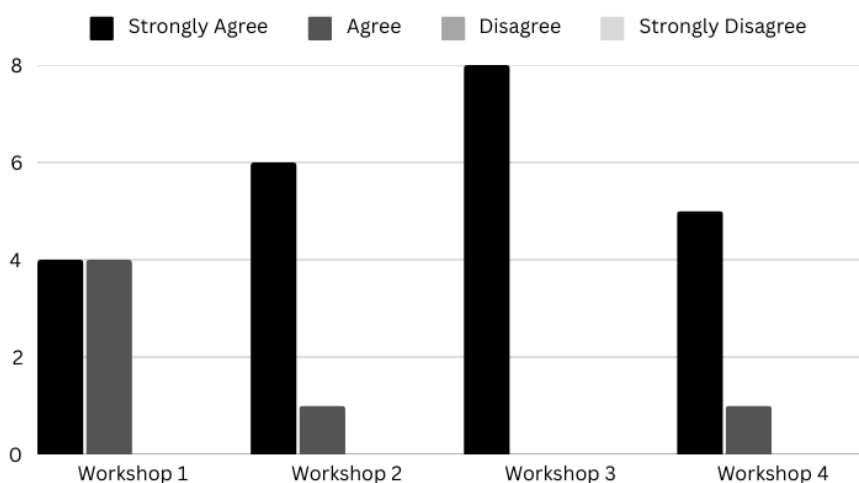


Figure 4
EFL Student Assessment



Furthermore, some final responses indicated that the workshops were beneficial, and participants expressed that they plan to integrate the content into their classes. These are some of their translated responses:

- Excellent workshops. I am really thankful for the opportunity to participate, and I can implement these useful resources to support our students. Thank you so much for your time and dedication.
- Thank you for this opportunity and your teaching. This will make an impact on us and we are already planning how to incorporate what we have learned.

Discussion/Implications

To respond to the research question of this study, how does incorporating online workshops on digital learning materials in virtual classrooms impact TEFL practices?, the research outcomes were analyzed and interpreted. One important finding is related to the participants' responses about the implemented workshops. Since the term *participation* frequently appears in their responses, it can be determined that the main purpose participants might incorporate the workshop materials into their lessons is to foster student participation. All participants strongly agreed that the DMLs presented in workshops

three and four provided them with activities to promote student participation, while nearly all strongly agreed that the first two workshops were also beneficial for the same purpose. Furthermore, the DLMs presented in the third workshop were those that participants found most useful for student assessment. Their responses also showed that they could implement the workshop content into their classes such as icebreakers, projects, vocabulary presentations, content delivery, gamified activities, and concept reinforcement.

Continuing with the goals and indicators, all the indicators for the first goal, designing and administering a class in Google Classroom, were fully met. A class was created in Google Classroom, and eight participants were invited to join. This number of participants is beneficial since keeping groups small enables individual attention and the opportunity to be heard (Ørngreen & Levinsen, 2017). The institute created the Zoom meetings and recorded the live sessions. Collaboration among instructors, participants, and the institute is a key element in the workshop development. This aligns with one of the workshop features described by Radić-Bojanić and Pop-Jovanov (2018) who highlight that workshops are collective because teamwork is required.

A study by Kraus, Formichella, and Alderete (2019) on utilizing Google Classroom as a tool to support in-person training found that survey respondents stressed this platform facilitates u-learning, enhances communication between instructors and learners, and supports material organization. This study aligns with those findings. Four class topics were created and labeled according to each workshop. Each topic included a presentation, digital learning materials (DLMs), and a feedback form. A total of six (6) announcements were made during the intervention to send reminders, answer questions, and share important information.

During the workshops, some concerns arose, and they were addressed via Google Classroom. For instance, participants found Google Earth and Nearpod engaging, but they expressed that integrating these tools into their educational context might not be viable due to students' unstable internet connection and limited access to technology. To offer another alternative for using virtual reality in the classroom, a video was created to demonstrate how to use this feature using YouTube and was posted in Google Classroom. In addition, participants have access to all the workshop material on this platform. This benefits their teaching practice as they can review the DLMs anytime and use or adjust them to meet their students' needs.

The second and third goals were to design interactive activities using Google Slides and Jamboard, and all indicators for these goals were fully met. Twelve activities were created in Google Slides and thirteen in Jamboard. These included get-to-know-you activities, graphic organizers, vocabulary flashcards, a comic strip, video response activities, the four corners strategy, philosophical chairs, the see-think-wonder strategy, listening and writing activities with pictures, interactive notebooks, and exit tickets.

The fourth goal involved choosing learning activities designed for teaching English as a foreign language using specific digital tools. Four activities were chosen on both Quizizz and YouTube. One activity was included for each of the following tools: Quizlet, Blooket, Nearpod, fitBoost, Waterford.org, Lifeprint.com, and Math-play.com. Additionally, three activities were selected on Google Earth, along with a scavenger hunt in PDF format. This demonstrates that all the

indicators for achieving this goal were successfully reached.

Four workshops on digital learning materials (DLMs) aimed at enhancing English language skills were conducted, and most of the indicators for this goal were successfully achieved. Although the workshops were not scheduled on Google Calendar, participants joined the Zoom meetings weekly, at the agreed time and day. A formal attendance record was not taken, but it was not necessary because the group was small. One participant served as co-host and recorded the live sessions. All participants engaged in the DLMs and participated actively during the workshops. This exceeded the expectation of engaging 80% of the participants with the workshop content.

While most planned activities were completed during the live sessions, a few could not be carried out due to time constraints. During the first workshop, participants could not complete the Quizizz activity because it seemed their internet connection was not strong enough to access this tool. As a result, it was decided to replace Blooket with Quizizz in the third workshop. This time, participants completed the gamified activities. Additionally, a power outage occurred 20 minutes before the end of the first workshop, but participants reconnected via their phones to resume the workshop. These issues disrupted the workshop agendas.

Participants did not have enough time to complete the exit tickets or discuss employing this assessment method during the virtual meetings. This was a missed opportunity for them to explore a DLM that can be used to assess students at the end of a lesson. However, since all the DLMs are available in Google Classroom, participants can still access the content that was not covered during the synchronous sessions. This highlights the importance of having an LMS like Google Classroom, where learners can explore the material asynchronously.

The indicators for the final goal, setting up activities for data collection, were successfully met. After the workshops, a follow-up session with the participants was conducted. The purpose of this session was for the participants to discuss how they plan to integrate any of the DLMs studied in the workshops into their classes. Some presented activities they had created using Quizizz. Additionally, a feedback form was

provided for each workshop, and most participants completed these forms. Their responses were useful for making the observations below.

Conclusion

One of the key achievements of this intervention research was that all participants were engaged in completing the workshop activities. This was possible because of opportunities to interact with themselves, the instructor, and the workshop materials, both synchronously and asynchronously. During workshop delivery, a student-centered approach and interactivity should be expected (Belay, Ruairc, & Guérandel, 2019), along with active learner participation in practicing methods, skills, cases, and so forth (Ørngreen & Levinsen, 2017). The dynamic of the workshops enabled participants to take on the role of students, explore the workshop resources, ask questions, practice their English language skills, make suggestions, and reflect on their teaching practices. Moreover, the get-to-know-you activities helped nurture a connection between the facilitator and the participants in a virtual environment. Therefore, social and interactive activities are highly recommended to foster engagement.

The participants' design of activities on Quizizz was another key success. During the diagnostic phase, half of them indicated they had heard about this tool, and during the workshops, they mentioned they had never created a quiz using it. After the workshops, teachers created three activities on Quizizz and expressed that they plan to use them in their classes. One participant indicated that she would share her gamified activity with other teachers. This demonstrates teacher collaboration and integration of the workshop content into their lessons.

To continue with the achievements and the Action Research methodology, all the workshop stages were completed: diagnosis, design, implementation, and evaluation. Initially, a phone interview and two survey questionnaires were conducted to determine areas of professional growth. This data was used to select, create, and adjust the workshop materials, as well as to set the main objective, goals, and indicators that guided the course of the workshops. Then four

workshops were conducted and most planned activities were covered in the synchronous sessions. Participant feedback revealed that the workshop content enhanced their teaching strategies for teaching English as a Foreign Language (EFL) in a virtual environment.

On the other hand, one main concern is that students' unstable internet connectivity and access to technology can hinder their opportunity to engage with digital learning materials. Participants' feedback suggested considering these aspects in the workshop content. They even experienced some technological issues when using some tools. This reinforces the importance of ensuring students have the necessary technology that enables them to use the planned tools (Alvarez, 2021). Therefore, when planning to use DLMs, it is important to consider this point. The principal also recommended the facilitator deliver a workshop on DLMs in contexts with limited internet access, as most of their students might face this issue. Not having consistent internet connectivity and decent technological devices was the major concern for integrating new technology at this institute.

Based on these factors, it is important to leave room for flexibility in the synchronous sessions when planning a workshop or a lesson. Learners may need extra time while checking equipment or reconnecting to the live session. Besides technical difficulties, they might spend more time getting ready to use a new resource or figuring out how it works. Therefore, it is good practice to plan adequate flexibility so that the real-time session can be successful even though initial goals are not met (Terry, Taylor & Davies, 2019).

Moreover, asynchronous learning is an alternative to overcome unreliable internet connection since students can access content once their network is steady (Sari & Puspitasari, 2021). Tools like Quizizz, Quizlet and Nearpod have a feature that allows teachers to assign activities asynchronously. Thus, learners can still benefit from using them to practice their language skills. Virtual field trips were introduced in the workshops using Nearpod and Google Earth. One option for using virtual reality to explore places is to assign virtual field trips in the asynchronous mode on Nearpod, for example. Another way to incorporate virtual reality is by

using videos with this component on YouTube. Asynchronously, students can be asked to watch some clips and respond to these videos through Google Docs. If their internet is slow, they can pause the video while it loads and then replay it. Finally, if students are unable to connect to a digital resource during a live session, they can still participate by writing their responses in the chat box.

References

- Aberdour, M. (2011, February 15). *Virtual classrooms: An overview*. Kineo. [https://www.cedma-europe.org/newsletter%20articles/Kineo/Virtual%20Classrooms%20Overview%20\(Feb%202011\).pdf](https://www.cedma-europe.org/newsletter%20articles/Kineo/Virtual%20Classrooms%20Overview%20(Feb%202011).pdf)
- Akhtar, M., & Saeed, M. (2020). Assessing the effect of agree/disagree circles, exit ticket, and think-pair-share on students' academic achievement at undergraduate level. *Bulletin of Education and Research*, 42(2), 81-96.
- Aller, T. (2019). Evolución de los materiales didácticos en la enseñanza de una lengua extranjera: La conversión del profesor analógico al docente digital. *EduSer: Revista de Educação*, 11(2), 31-49. <https://doi.org/10.34620/eduser.v11i2.131>
- Alvarez, M. (2021). *Recursos y materiales didácticos digitales*. División de Desarrollo Académico. Universidad de San Carlos de Guatemala.
- Area, M. (2019). *Los materiales didácticos digitales: Recomendaciones prácticas para el profesorado*. Universidad de La Laguna. <https://riull.ull.es/xmlui/bitstream/handle/915/13628/Manuel%20Area%20MDD-recomendaciones%20profesorado-1.pdf?sequence=1>
- Belay, H., Ruairc, B., & Guérandel, A. (2019). Workshops: An important element in medical education. *BJPsych Advances*, 25(1), 7-13. <https://doi.org/10.1192/bja.2018.41>
- Dash, S. (2019). Google classroom as a learning management system to teach biochemistry in a medical school. *Biochemistry and molecular biology education*, 47(4), 404-407. <https://doi.org/10.1002/bmb.21246>
- Fathema, N., Shannon, D., & Ross, M. (2015). Expanding the Technology Acceptance Model (TAM) to examine faculty use of Learning Management Systems (LMSs) in higher education institutions. *Journal of Online Learning & Teaching*, 11(2).
- Fernández-Pampillón, A., Domínguez, E. & Armas, I. (2012). Diez criterios para mejorar la calidad de los materiales didácticos digitales. In A. Sanz Cabrerizo, J. A. López Orozco, & A. Baratas Díaz (Eds.), *VII Jornada Campus Virtual UCM: Valorar, validar y difundir campus virtual* (pp. 25-34). <https://hdl.handle.net/20.500.14352/45396>
- Keengwe, J., & Georgina, D. (2012). The digital course training workshop for online learning and teaching. *Education and Information Technologies*, 17, 365-379. <https://doi.org/10.1007/s10639-011-9164-x>
- Kraus, G., Formichella, M., & Alderete, M. (2019). El uso del Google Classroom como complemento de la capacitación presencial a docentes de nivel primario. *Revista Iberoamericana de Tecnología en Educación y Educación en Tecnología*, (24), 79-90.
- Lazebna, N., & Prykhodko, A. (2021). Digital discourse of English language acquisition. *Journal of Language and Linguistic Studies*, 17(2), 971-982.
- Leigh, S. R. (2012). The Classroom is alive with the sound of thinking: The power of the exit slip. *International Journal of Teaching and Learning in Higher Education*, 24(2), 189-196.
- Martin, F., & Parker, M. (2014). Use of synchronous virtual classrooms: Why, who, and how. *MERLOT Journal of Online Learning and Teaching*, 10(2), 192-210.
- Melnyk, B. & Morrison-Beedy, D. (2018). *Intervention research and evidence-based quality improvement. designing, conducting, analyzing, and funding*. Springer.
- Meyer, L. (2016). Students explore the earth and beyond with virtual field trips. *The Journal*, 43(3), 22-25.
- Mohammed, Y. & Ozdamli, F. (2021). Motivational effects of gamification apps in education: A systematic literature review. *BRAIN: Broad Research in Artificial Intelligence & Neuroscience*, 12(2), 122-138. <https://doi.org/10.18662/brain/12.2/196>

- Negoescu, A., & Boștină-Bratu, S. (2016). Teaching and learning foreign languages with ICT. *Scientific Bulletin*, 21(1), 21–27. <https://doi.org/10.1515/bsaft-2016-0032>
- Ogata, H., Matsuka, Y., El-Bishouty, M., & Yano, Y. (2009). LORAMS: Linking physical objects and videos for capturing and sharing learning experiences towards ubiquitous learning. *International Journal of Mobile Learning and Organisation*, 3(4), 337-350. <https://doi.org/10.1504/IJMLO.2009.027452>
- Ørngreen, R., & Levinsen, K. (2017). Workshops as a research methodology. *Electronic Journal of E-Learning*, 15(1), 70–81.
- Piora, C. (2021). *Google classroom*. RedUsers.
- Radić-Bojanić, B. & Pop-Jovanov, D. (2018). Workshops in education: Theoretical and practical issues. *Методички видици*, 9(9), 223-234. <https://doi.org/10.19090/mv.2018.9.223-234>
- Rufai, M. M., Alebiosu, S. O., & Adeakin, O. A. (2015). A conceptual model for virtual classroom management. *International Journal of Computer Science, Engineering and Information Technology*, 5(1), 27-32.
- Said, N. (2023). Developing ESL teachers' TPACK through evaluation of digital resources. *European Proceedings of Educational Sciences*, 7, 854-864. <https://doi.org/10.15405/epes.23097.77>
- Sari, E. D. P., & Puspitasari, I. (2021). Students' perception on using Eldiru as asynchronous learning media. *Tarling: Journal of Language Education*, 5(2), 187-205. <https://doi.org/10.24090/tarling.v5i2.5174>
- Siddiqui, M. H. (2013). Virtual classroom learning for higher education: A result of information technology. *International Journal of Management and Social Sciences Research (IJMSSR)*, 2(2), 84-87.
- Terry, R., Taylor, J., & Davies, M. (2019). Successful teaching in virtual classrooms. In K. Daniels, C. Elliott, S. Finley & C. Chapman (Eds.), *Learning and teaching in higher education* (pp. 211-221). <https://doi.org/10.4337/9781788975087.00035>
- Tosh, K., Doan, S., Woo, A. & Henry, D. (2020). *Digital instructional materials: What are teachers using and what barriers exist?* RAND Corporation. https://www.rand.org/pubs/research_reports/RR2575z17.html
- Weslake, A., & Christian, B. J. (2015). Brain breaks: Help or hindrance? *Teach Collection of Christian Education*, 1(1), 38-46. <https://research.avondale.edu.au/teachcollection/vol1/iss1/4>