



Information about the subject

Degree: Master's Degree in Technological Innovation in Education

Faculty: Education and Teacher Training

Code: 1360008

Name: Virtual Learning Environments

Credits: 6 **ECTS** **Year:** 1 **Semester:** 2

Module: Education 3.0

Subject Matter: Education 3.0

Type: Compulsory

Department: Education Sciences

Type of learning: Hybrid

Language(s) in which it is taught: Spanish

Lecturer/-s

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year/semester
Education 3.0	12	Virtual Learning Environments	6	1/2
Education 3.0	12	Emerging Educational Technologies	6	1/2



Recommended Knowledge

- None

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	Students recognize the major educational platforms
R2	Students generate their own virtual learning materials
R3	Students are able to properly manage educational platforms



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
CG2	To have the ability to adapt to the new technological situations by analyzing contents and competences				X
CG4	To work in a team and collaborate effectively with other professionals within and outside the classroom through ICT			X	

Code	Basic	Weighting			
		1	2	3	4
CB7	To know how to apply acquired knowledge and solve problems in new or unfamiliar situations in broader contexts (or multidisciplinary) related to their area of study.			X	
CB10	To have the ability to follow a self-study method.				X

Code	Specific	Weighting			
		1	2	3	4
CE11	To configure and adapt the virtual center platform or seek alternative platforms to improve the quality of online training of the same			x	
CE12	To use with sufficient command modules that incorporate virtual learning environments for the design, development and evaluation of educational activities through the Internet.				X
CE13	To use with sufficient command modules that incorporate virtual learning environments to develop processes of synchronous and asynchronous communication for educational virtual actions				X
CE14	To do administrative functions in a virtual learning environment as enrolling users, assign roles and permissions, report and uninstall or install new modules to the virtual learning environment.			X	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
ALL	20	Participation (face-to-face class/virtual class)
ALL	50	Headings for the systematic observation of the execution of tasks
ALL	30	Final Project

Mention of Distinction: In accordance with the current regulations on the evaluation and grading of subjects at UCV, the "Honors" mention may be awarded to students who have obtained a grade equal to or greater than 9.0. The number of "Honors" mentions cannot exceed five percent of the students enrolled in the group in the corresponding academic year unless the number of enrolled students is less than 20, in which case only one "Honors" mention may be granted.

Exceptionally, honors may be assigned among the different groups of the same subject globally. However, the total number of honors to be granted will be the same as if assigned per group, but these may be distributed among all students based on a common criterion, regardless of the group they belong to. The criteria for granting "Honors" will be made according to the criteria stipulated by the subject's responsible professor detailed in the "Observations" section of the evaluation system of the teaching guide.



Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Group work in groups session supervised by the professor. Study of cases, problems, field study, data research, diagnostic analysis, etc. Significant construction of knowledge on the interaction and activity of the student.
M2	Virtual and individual personalised attention through the virtual campus. An instruction or guidance period is carried out by a professor in order to revise and discuss the content of a lesson, help the student with the continuous evaluation activities, etc.
M3	Practical work supervised by a professor in order to produce a final project where various objectives, previously set, are meant to be reached by the students. The project includes a set of interrelated activities for the achievement of the objectives. It implies the application of knowledge, skills, tools and techniques previously learned in order to satisfy the development of the project.
M4	Online debates or discussions supervised by the teacher, allowing students to express their ideas, opinions, and comments based on the content studied
M5	Personalized student attention, both virtually and individually. Instruction or guidance periods conducted by a teacher to review and discuss materials and topics addressed, assist in carrying out continuous assessment activities, etc.
M6	Exposition of contents on the part of the professor, analysis of competences, explication and demonstration of skills, abilities and knowledge in the classroom, which require feedback and student's participation.
M7	Study of the student: Individual preparation (or in groups) of readings, tests, resolution of problems, seminars, works, memories, conceptual maps, etc. in order to expose or to give in the theoretical classes, practical exercises and/or positions of a guardian of small group. Work made in the platform of the university
M8	Comments, book summaries, critical analysis, writing texts, glossaries, webquest and other activities that are designed to be done individually or in teams, to evaluate the acquisition of learning outcomes from different subjects and subjects using the virtual campus



In-class learning

Activity	Learning Outcomes	Methodology	ECTS
PARTICIPATIVE MASTER LECTURE	All Results	M6	0.12
PRACTICAL CLASSES	All Results	M1	0.8
ONLINE OFFICE HOURS	All Results	M2	0.12
OFFICE HOURS	All Results	M2	0.12
PROJECT	All Results	M3	0.8
CONTINUOUS ASSESSMENT ACITIVITIES	All Results	M8	0.44
Total			2.4



Autonomous work

Activity	Learning Outcomes	Methodology	ECTS
Continuous Assessment Activities	All Results	M7	0.72
DISCUSSION FORUMS	All Results	M4	0.72
ASYNCHRONOUS VIRTUAL SESSION	All Results	M6	0.72
AUTONOMOUS WORK	All Results	M5	1.44
Total			3.6

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
1	Welcome to Virtual Learning Environments From physical to virtual spaces for teaching LMS platforms: approach to an EVA
2	Moodle Platform: Beginning in the management of a course Moodle Environment Posting Files and Resources Classroom interaction: Participants Activities: Forums and Tasks Classroom interaction: Participants Activities: Forums and Tasks Advanced management of my virtual classroom Groups and clusters Surveys and questionnaires advanced qualifications Score sheet resources SCORM



	<p>Moodle Platform: Administration</p> <ul style="list-style-type: none">Student EnrollmentConfiguring roles and permissionsInstalling Additional Modules <p>Use of Artificial Intelligence:</p> <ul style="list-style-type: none">Automatic generation of questionsCreation of rubricsInspiration for content creation
3	<p>Moodle Platform: Methodological uses</p> <ul style="list-style-type: none">Gamification through the platformPersonalization of learningIntegration with external applications
4	<p>Other educational platforms</p> <ul style="list-style-type: none">More Free PlatformsProprietary platformsOpen platforms or MOOC courses



References

- **Denmeade, N.** (2015). *Gamification with Moodle*. Birminham: Publishing Ltd.
- **Díaz, R.** (2020). *Triunfa con tu aula virtual: Una propuesta para elaborar unidades didácticas y convertirnos en profesores online en nuestras aulas Moodle de Papás 2.0, EducaMadrid y resto de CCAA*.
- **García, D.** (2020). *Enseña dos veces: Cómo configurar talleres con MOODLE para que tus estudiantes se corrijan entre sí: 1 (Exprime Moodle)*. Madrid: Triple eñe.
- **Méndez, D.** (2019). *La guía de Google Classroom: Conoce la plataforma de Google para educación desde cero y con ejemplos prácticos*. Edición digital.
- **Southworth, J., Migliaccio, K., Glover, J. Glover, J., Reed, D., McCarty, C. Brendemuhl, J. y Aron Thomas, A.** (2023). *Developing a model for AI Across the curriculum: Transforming the higher education landscape via innovation in AI literacy. Computers and Education: Artificial Intelligence 4, 100127, 1-10*.
- **Tirado, R.**, (2020). *Los entornos virtuales de aprendizaje. Bases para una didáctica del conocimiento. 2º edición: una didáctica del conocimiento*. Madrid: Formación Alcalá S.L.
- **VV. AA.**, (2014). *Formación en teleformación. formación virtual, on-line y e-learning. Propuestas de formación*. Madrid: MAD.



Addendum to the teaching guide of the subject



