Virtual Learning Environments

MASTER IN TECHNOLOGICAL INNOVATION IN EDUCATION

Catholic University of Valencia

Course Syllabus

COURSE SYLLABUS

	ECTS
SUBJECT: Virtual Learning Environments	6
Area: Virtual Learning Environments	6
Module: Education 3.0	12

Type of training: Compulsory	**COURSE**: 1 **Semester**:2ª
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MODULE ORGANIZATION

EDUCATION 3.0	**12 ECTS**

Duration and temporal location within the curriculum:

This module is located in the second term within the curriculum and will take approximately 8 weeks.
The first subject of its, It's called "Virtual Learning Environmets" (EVA), which teaching strategies will be taught to develop virtual training quality through the EVA is users, assigning roles and permissions and inclusion of materials in standard format.
The second subject, "Emerging Educational Technologies"; the constant advancement of educational technologies is analyzed. This course aims to learn first-hand from companies and industry experts the progress of ICT in education: new forms of digital content (2D and 3D) for multiplatform, robotics and education, gamification and learning devices based games, the integration of mobile technologies in the classroom and augmented reality. The student will design a training using these emerging educational technologies.

Module and courses

Module	ECTS	SUBJECT	ECTS	Course/ semester
EDUCATION 3.0	12	Virtual Learning Environments	6	1/2
		Emerging Educational Technologies	6	1/2

COURSE SYLLABUS: Virtual Learning Environments

OVERALL OBJECTIVES

A. To know the main educational platforms.
B. To create virtual training materials quality teachers.
C. To Interact with other professionals using virtual classrooms via the Internet.
D. To Manage virtual educational platforms.

BASIC AND GENERAL COMPETENCES	Assessment criteria			
Basics	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
Generals	1	2	3	4
CG2 – To have the ability to adapt to the new technological situations by analyzing contents and competences.				X
CG.4. To work in a team and collaborate effectively with other professionals within and outside the classroom through ICT			X	

SPECIFIC COMPETENCES				
	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

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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	

LEARNING OUTCOMES	COMPETENCES
R-1 Students recognize the major educational platforms	CB7, CE14, CE11
R-2 Students generate their own virtual learning materials	CB10, CG2, CE11, CE12
R-3 Students are able to properly manage educational platforms	CB10,CG2, CG4, CE11, CE13

FACE-TO-FACE WORK TRAINING CLASSROOM ACTIVITIES

ACTIVITY	Teaching-learning methodology	In relation with learning outcomes	ECTS [1]
PARTICIPATIVE MASTER LECTURE	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.	All learning outcomes	0,12
PRACTICAL CLASSES	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.	All learning outcomes	0,8

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[1] The subject and / or subject is organized in FORMATIVE WORK ACTIVITIES OF THE PRESENTIAL WORK and in SELF-EMPLOYED TRAINING ACTIVITIES OF THE STUDENT, with an estimated percentage in ECTS. An adequate distribution is the following: 35-40% for the Presential Formative Activities and 65-60% for the Autonomous Work. (For a subject of 6 ECTS: 2.4 and 3.6 respectively).
The teaching-learning methodology is described in this guide in a generic way, specifying in the didactic units in which the subject and / or subject is organized

ONLINE OFFICE HOURS	Virtual and individual personalised attention through the virtual campus (https://campusvirtual.ucv.es). 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.	All learning outcomes	0,12
OFFICE HOURS	Face-to-face personal attention, individually or in small groups. An instruction or guidance period is carried out by a tutor in order to revise and discuss the content of a lesson.	All learning outcomes	0,12
PROJECT	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.	All learning outcomes	0,8
CONTINUOUS ASSESSMENT ACITIVITIES	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 (https://campusvirtual.ucv.es).	All learning outcomes	0,44
		Total	2,4

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AUTONOMOUS WORK TRAINING ACTIVITIES OF THE STUDENT			
ACTIVITY	**Learning-teaching methodology**	**In relation with learning outcomes**	**ECTS**
INDIVIDUAL WORK	Study of the student: Individual preparation (or in groups) of readings, tests, resolution of problems, seminaries, 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 (www.plataforma.ucv.es)	All learning outcomes	0,72
DISCUSSION FORUMS	Debates and opinions online supervised by the teacher to allow students expressing their ideas, opinions and comments that argued the contents worked.	All learning outcomes	0,72
ASYNCHRONOUS VIRTUAL SESSION	Exhibition contents Professor, analysis skills, explanation and demonstration of skills, abilities and knowledge in the classroom, which require feed-back and student participation.	All learning outcomes	0,72
AUTONOMOUS WORK	Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to deliver the lectures, practical classes and / or small group tutoring.	All learning outcomes	1,44
		Total	3,6

EVALUATION SYSTEM FOR THE ACQUISITION OF SKILLS AND GRADING SYSTEM

Assessment tool[2]	ASSESSED LEARNING OUTCOMES	Percentage
Participation (face-to-face class/virtual class)	ALL	20%
Headings for the systematic observation of the execution of tasks	ALL	50%
Final Project	ALL	30%

CRITERIA FOR THE GRANTING OF DISTINCTION:

According to the general rules you can only give honours to 20 students per fraction rather than 20, with the exception of groups of fewer than 20 students in total, which can provide tuition.

DESCRIPTION OF CONTENTS	COMPETENCES
Introduction to Educational Digital Platforms	CB7, CE14, CE11
1. Welcome to Virtual Learning Environments From physical to virtual spaces for teaching LMS platforms: approach to an EVA	CB7, CE14, CE11

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
	CB7, CE14, CE11, CE12

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[2] Assessment techniques and tools: oral exam-exposition, written tests (multiple choice tests, development tests, conceptual maps, etc.), supervised projects, projects, case studies, observation notebooks, portfolio, etc.

Advanced management of my virtual classroom
    Groups and clusters
    Surveys and questionnaires
    advanced qualifications
    Score sheet
    resources SCORM
Moodle Platform: Administration
    Student Enrollment
    Configuring roles and permissions
    Installing Additional Modules	

3. Moodle Platform: Methodological uses Gamification through the platform Personalization of learning Integration with external applications	CB10, CG2, CE11, CE12
4. Other educational platforms More Free Platforms Proprietary platforms Open platforms or MOOC courses	CB10, CG2, CG4, CE11, CE13

BIBLIOGRAPHY

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- **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.
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