

**COURSE DATA****DATA SUBJECT****Code:** 33715**Name:** Virtual learning environments**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Virtual environments in education	ELECTIVES

**COORDINATION**

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**SUMMARY**

The course *Virtual Learning Environments* aims to provide students with a theoretical and practical understanding of the design, management, and evaluation of online educational spaces. It is offered in the fourth year of the Bachelor's Degree in Pedagogy and is an elective subject. Throughout the course, key concepts related to e-learning, blended learning, virtual learning environments (VLEs), and management platforms such as Moodle are addressed. Students will become familiar with the various roles involved in these environments and their functions, with special attention to the role of pedagogy professionals in virtual contexts.

In addition, the course covers the instructional design of virtual courses, the production of multimedia materials, the creation of video tutorials, and the use of open-source software for developing interactive content. Sessions are mostly practical and take place in a computer lab, encouraging active participation, autonomous learning, and collaborative work. Assessment is based on a digital portfolio that includes both individual and group tasks submitted through the virtual classroom.

The methodological approach promotes the development of digital competencies, collaborative learning, and the ability to adapt to technological changes in the educational field. This course supports the professional growth of students, preparing them to engage critically, creatively, and effectively in online learning processes.

**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

No enrollment restrictions with other courses in the curriculum have been specified.

## COMPETENCES / LEARNING OUTCOMES

### 1307 - Degree in Pedagogy

Be able to analyse, design and evaluate the ICT applications associated with educational and training processes.

Capacidad de aprendizaje autónomo a lo largo de la vida.

Capacidad de gestión de la información.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para desarrollar, promover y dinamizar habilidades de comunicación interpersonal.

Desarrollo de la innovación y la creatividad en la práctica profesional.

Design educational plans, programmes, projects, actions and resources in different contexts.

Design programmes, projects and innovative proposals for training and for developing educational resources in work, family and institutional contexts, in both face-to-face and virtual environments.

Develop the capacity for organisation and planning.

Skills in analysis and synthesis.

## DESCRIPTION OF CONTENTS

### 1. Online learning. From e-learning to b-learning

Introduction to training through virtual environments. Concepts related to learning via virtual environments: Electronic learning (*e-learning*), Blended learning, Virtual Teaching and Learning Environments (VTLE), Virtual Learning Environments (VLE), Virtual Training Environments (VTE), Virtual Learning Spaces (VLS), Course Management System (CMS), Learning Management System (LMS), and Personal Learning Environments (PLE).



## 2. Virtual training platforms. Features and components.

Virtual training platforms. Features and components. Concept of virtual training platform. Types of virtual training platforms. Features of virtual training platforms. Components of virtual training platforms. Quality indicators of virtual training platforms. Open-source platforms: Moodle.

## 3. Stakeholders in virtual training environments

Stakeholders: administrators, teaching staff, tutors, and students. Functions of the administrator. The role of teaching staff in creating learning environments. The tutor's role as a key element in the quality of virtual training. Characteristics and functions of students.

## 4. Design and planning of a virtual course.

Instructional design of virtual learning environments.  
Instructional design and learning theories.  
Instructional design models.

## 5. Transmissive materials

Transmissive materials in virtual education.  
Intellectual property on the internet.  
Types of materials according to pedagogical approach.  
Text-based materials: characteristics, components, and learning-oriented design.  
Multimedia materials: characteristics, components, and design.  
Design of learning activities.  
Transmissive resources and modules in Moodle.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Computer classroom practice	45,00
<b>Total hours</b>	<b>45,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	10,00
Preparation of lessons	0,00



Preparation for assessment activities	10,00
Resolution of case studies	27,50
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

The methodology is based on a variety of activities:

The course will be delivered in a computer lab, so it will begin with a theoretical component where content will be presented and student participation will be encouraged through the resolution of emerging questions.

The sessions will have a predominantly practical focus: they will involve the analysis of virtual learning environments and the use of various technological resources for the development and implementation of content and services.

Throughout the course, individual and group tutoring sessions will be scheduled to provide continuous support to students, monitor their learning progress, and offer personalized guidance to address any difficulties they may encounter.

## EVALUATION

Assessment will be carried out through a digital portfolio, which will include various tasks completed by the student (related to Moodle, video tutorials, and interactive multimedia materials) and submitted via the virtual classroom. These tasks may be either individual or group-based.

The portfolio may be complemented with other types of assessment activities.

### **University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence**

The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES

**Basic references**

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### Complementary references

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