Virtual training: Virtual training is becoming one of the training modalities most frequently used in higher education.

The technological basis

**OBJECTIVES**

Exploring the didactic use of classes with Moodle (checking the pragmatic functionality of the platform at a task and activity repository level). Identifying the extent to which didactic strategies focused on student collaboration, interaction and autonomy are fostered.

**METHODOLOGY**

- **Population and sample**: 640 students from different faculties and courses in four universities in Chile.

- **Type of study**: Non-experimental, quantitative study. The data was collected through a 21-item (1-to-10 scale) questionnaire focused on demographic characteristics.

- **Instruments**: Questionnaire with 21 items (1-to-10 scale).

- **Instruments used non-use**: Technical mastery focused on the Moodle platform. Didactic use in all cases.

- **Population and sample**: 640 students from different faculties and courses in four universities in Chile.

**RESULTS**

**Used tools not used**: Objects in augmented reality, self-assessment exercises, online tests, access to simulators and/or virtual laboratories and audio files.

**Work that they carried out in the subject with the support of the institution’s Moodle**: Overall, the teachers worked with different activities and strategies through Moodle. However, they used the platform mainly for task delivery and collection by students.

**Frequency with which they used different activities and strategies through Moodle**: The technological basis of Learning Management System (LMS).

**Learning Management System (LMS)**

**Virtual training**

**Technical and Didactic Knowledge of the Moodle LMS in Higher Education. Beyond Functional Use**

**Study guide, workshop or laboratory guides, notes and Power Point or similar presentations**

**Objects in augmented reality, self-assessment exercises, online tests, access to simulators and/or virtual laboratories and audio files**

- **Teachers’ active role in the design and implementation of didactic strategies focused on student collaboration, interaction and autonomy**: The lecturers of the University under study show a more technical than didactic mastery of the MOODLE platform.

- **The Teacher**: The teacher must be provided not only with technological resources but also with an adequate staff professional development, training and support system.

- **Higher education institutions**: Teachers and students need the adoption and integration of technology from a systemic approach.

- **Future line of research**: Qualitative study using in-depth interviews to explore pedagogical practices involving the use of the MOODLE platform.

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