

# Online learning environments and pedagogical implications

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## **Abstract**

Teaching and learning in digital environments has repercussions both in terms of pedagogy and the action of its agents, where digital skills are indispensable. It was on the basis of these factors that we delineated, developed, implemented and accompanied a curricular unit within an online undergraduate course. We had basic assumptions, at a macro level, to respond to the expectations, needs and objectives of that training offer; at a micro level, to provide the development of the competences, in the students, foreseen for the curricular unit. The design of this (uc), in an online system, requires knowledge, in addition to the domain of scientific content, concerning adult pedagogy and the way people integrate, remember and interact with information. The structuring of a UC must respond to the needs and objectives of the e-student, in order to identify their expectations and needs, as well as to make the contents accessible for learning. We propose to present the methodology adopted, in the different phases of the design of a specific curricular unit (UC X). We have assumed, for this task, the ASSURE Model that proposes, as the last EVALUATE / REVISE phase. For this phase we counted with the collaboration of 104 e-students, of both sexes and who attended this uc. The data obtained point to a positive evaluation of the acquired competences, as well as the transfer of knowledge acquired to other curricular units. The aspects related to the experience of the development of the uc are also of positive evaluation.

**Keywords:** elearning; digital skills; e-student; pedagogy; Higher Education