Abstract

The objective of this article is to present practical evidence which allows us to explain how students have developed professional competences during a course in a virtual teaching and learning environment, by means of the design of activities supported by didactic resources and evaluation procedures, and immersed in the whole process of knowledge construction. The conclusions suggest some general ideas that may be taken into consideration in the design of courses for virtual environments, in order to intensify the interaction and self-regulation of the study process.

Keywords

Professional competences, interaction, design of activities, virtual environment.