Glossary of pedagogical terms/practices

Foreword and Acknowledgements

The **European University Alliance for Global Health** (EUGLOH) is funded by the European Commission's "**European Universities Initiative**", through the Erasmus+ Programme. It is composed by 9 partner Universities: Université Paris-Saclay (UPSaclay), Lund University (LU), University of Szeged (USz), University of Porto (U.Porto) Ludwig-Maximilians Universität München (LMU), University of Alcalá (UAH), UiT The Arctic University of Norway (UiT), University of Novi Sad (UNS) and Universität Hamburg (UHH).

In this Glossary of Pedagogical Terms and Practices an alphabetical list of terms and practices relevant to the area of pedagogical knowledge and their respective definitions are presented, aiming at building a common ground and language for the EUGLOH activities and future joint projects within the Alliance. A true collaborative and inclusive approach was adopted in the development of this document, where partners proposed and discussed terms, definitions and bibliographical references, within the EUGLOH Work Package 2 dedicated to "Transnational teaching and learning", and in specific, the working group (Task 2.2) devoted to "Educational development programme", led by the University of Porto.

This team is responsible for reflecting and promoting joint pedagogical innovation, in the EUGLOH Alliance, as well as advancing inter-institutional knowledge and cooperation, in this area. It is focused on creating common ground between partners, regarding teaching and learning processes, exchanging best practices, as well as building teaching staff capacity to design and co-create innovative educational resources and courses for interculturally diverse and multidisciplinary audiences - in digital and inclusive classrooms.

To this end, by involving experts in pedagogy and education sciences, the main collaborative outcomes are: i) **this Glossary of Concepts and Terms**, related to pedagogical innovation and relevant to all interdisciplinary areas linked to Global Health; ii) a series of Webinars to be carried out during the project's lifecycle, until 2026; and iii) a Concept note on what Pedagogical Innovation means for EUGLOH as "European University". Additionally, EUGLOH Partners are also discussing and exchanging best practices regarding organisational models and institutional structures dedicated to continuous improvement and pedagogical innovation, at each Partner University and working together to create a catalogue of opportunities for training of academic staff on innovative pedagogy and student-centred teaching and learning methods.

Finally, we would like to express our gratitude to all colleagues involved in the collaborative work and production of this result, from all partner universities. This Glossary benefited a great deal from the key contributions, support regarding data collection, information selection and preparatory work carried out by the Education Innovation Unit of the University of Porto, which deserves a special acknowledgement. Partners also recognise the valuable cooperation and contributions from a number EUGLOH members, namely António Pedro Graça, Isabela Cicaroni Ottoni, Sónia Valente Rodrigues and Joana Resende (University of Porto), who coordinated this task, Clara Silva (University of Porto) and Lisa Dequech (University of Porto), as well as Rachel Forsyth (University of Lund), Ana Belén García Varela (University of Alcalá), Juan Jesus García Domínguez (University of Alcalá), Lilla Kocsis (University of Szeged), Øystein Lund (University of Tromsø), and Ivana Štajner Papuga (University of Novi Sad).

The "Educational development programme" EUGLOH Team

term

Accessibility

term

Active Learning

description

When it comes to eLearning, accessibility for all learners is crucial. Accessibility means course content can be used by people with varying abilities and disabilities. eLearning content developers and instructional designers should aim to make courses clear, easy to understand, and simple to complete. Learners who suffer from sensory, intellectual or technological difficulties will need assistive technology to successfully access and complete their training courses.

**Accessibily is also important in other contexts

description

The term 'active learning' covers a variety of approaches, all of which focus on learner autonomy, engagement, action and reflection on their learning. The glossary below lists some of these approaches: Team Based Learning (TBL); Problem Based Learning (PBL); Project Based Learning (PBL); Service Based Learning (SBL); Peer Instruction; Buzz Group Discussion; Case Study; Gamification; Just-In-Time Teaching; Research Based Learning; Flipped Classroom; (One or Two) Minute Paper.

term

Adaptive learning

term

Agile learning

description

Learning that allows each learner to work on tasks appropriate to his or her individual readiness and progress, whether in formal or informal learning. A form of learning originally based on behaviorist learning theory, where the emphasis is on influencing behavior through feedback and the focus is on the unification of teaching. Recent technological innovations in the field of educational technology include adaptive learning systems and the use of artificial intelligence in these systems, which are constantly being revisited.

description

The Agile design method emerged in the 1970s and became widely adopted in the 1990s. Unlike ADDIE, the agile method dives straight into a project, producing small pieces of content very quickly. The results are then refined over multiple quick iterations.

Andragogy

Artificial Intelligence (AI)

description

The art or science of teaching adults learners, according to the definition credited to Malcolm Knowles. The term refers to an adult-oriented concept of education, as opposed to pedagogy, which refers to the education of children, particularly at the level of mobilising experiential knowledge.

description

AI refers to IT systems that display intelligent behaviour by analysing their environment and taking actions - with some degree of autonomy - to achieve specific goals. AI-based systems can be purely softwarebased, acting in the virtual world (e. g. voice assistants, search engines, speech and face recognition systems, etc.), or embedded in hardware devices (e. g. advanced robots, autonomous cars, drones, etc.)

term

Assimilation

term

Asynchronous interaction

description

Incorporating new ideas, concepts, or experiences into an existing mental schema. It also describes the association of new information with pre-existing knowledge. Many factors can influence the rate of assimilation, including distractions, learner's traits, and motivation levels.

description

Asynchronous interaction means that it does not take place in real time and does not require the simultaneous participation of those involved.

term

Asynchronous learning

description

Asynchronous learning is more learner cen-
tered. It enables your learners to complete
courses without the constraints of having
to be in a certain place at a certain time. In
essence, asynchronous learning doesn't
hinder learners by place or time. As long as
they have access to the internet, asynchro-
nous learners have the freedom to complete
course materials whenever they choose, and
from any location. Although not taking place
then and there, asynchronous learning still
allows the opportunity for feedback. Learn-
ers are free to share thoughts and ques-
tions with instructors and fellow learners,
though they may not receive an immediate
response.

term

Asynchronous Session

description

One that is developed in non-real time, in
which students work autonomously, access-
ing educational and training resources and
other curricular materials made available on
an online learning platform, as well as com-
munication tools that allow them to interact
with their peers and teachers around the
themes under study.

term

Audiovisual

term

Autonomous Work

description

Radio and Television broadcasting including Internet live streaming, Film and Video.

description

Work defined by the teacher and carried out by the student without the presence or intervention of the teacher.

term

Blended learning
(hybrid)

term

Bring your Own Device
(BYOD)

description

Blended learning is a pedagogical approach mixing face-to-face and online learning, with some element of learner control over time, place, path, and pace. An example of blended learning is the flipped classroom model, in which students view lecture material prior to class, then spend class time engaging in exercises under the supervision of the teacher.

description

Bring Your Own Device is a policy whereby employees or members bring and use their own mobile, tablet or laptop device in a training or work setting.

Buzz Group Discussion

description

It is a strategy in which small groups (3 peo-ple) discuss about a certain subject in order to produce several ideas about it in a short period of time. "Buzz" refers to the sound generated by the intensity of discussion in groups.

term

Case study

term

Certification

description

A strategy that focuses on detailed analysis of a real, complex and in-depth situation involving a decision-making process. This analysis should enable students to be able to mobilise a set of competences associated with the learning outcomes in which this strategy is included.

description

A certificate confirms that a learner has successfully completed a training program to a predefined standard. Many professional bodies require registered members to be recertified at regular intervals.

term

Chat

term

Classroom-Based Training

description

Synchronous communication between members of an online service via text or chats. Messages are exchanged in real time, as in a conversation, by typing short sentences.

description

Also known as face-to-face or live training, classroom-based training is a more traditional training method. An instructor guides learners through a course in a real-world environment such as a classroom or meeting room.

term

Collaborative online learning

term

Community of learners

description

An educational approach to learning that involves groups of learners working together, via digital means, to complete a task.

description

People learn in group supporting each other in their collective and individual learning.

Can be defined as a group of people who share values and beliefs and who actively engage in learning from one another-learners from teachers, teachers from learners, and learners from learners. They thus create a learning-centered environment in which students and educators are actively and intentionally constructing knowledge together. Learning communities are connected, cooperative, and supportive. Peers are interdependent in that they have joint responsibility for learning and share resources and points of view, while sustaining a mutually respectful and cohesive environment.

term

Copyright

description

One of the main branches of intellectual property. It applies to "every production in the literary, scientific and artistic domain, whatever may be the mode or form of its expression. The expression "literary and artistic works"is to be understood, for the purposes of copyright protection, as including every original work of authorship, irrespective of its literary or artistic merit. Literary and artistic works include books, pamphlets and other writings, music, plays, choreography, photography, films, paintings, drawings, architecture, engraving, lithography.

Diagnostic evaluation

Dialogic learning

description

Diagnostic assessment can help you identify your students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help you better plan what to teach and how to teach it. Types of diagnostic assessments: Pre-tests (on content and abilities); Self-assessments (identifying skills and competencies); Discussion board responses (on content-specific prompts); Interviews (brief, private, 10-minute interview of each student).

description

Learning takes place through processes of dialogue in which the individual transforms his or her thinking as he or she argues and contemplates the versions of others. From its origins in Socratic dialogics, through the valuable contributions of Paulo Freire and Mikhail Bakhtin, dialogue is key to the learning and transformation of the individual.

Digital competence

Digital education

description

Digital competence is recognised as one of the key competences for lifelong learning. Being digitally competent involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, work, and participation in society. The European Digital Competence Framework has identified the key components of digital competence in five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem solving.

description

Digital education comprises two different but complementary perspectives: the pedagogical use of digital technologies to support and enhance teaching, learning and assessment and the development of digital competences by learners and education and training staff.

term

Digital Learning Environment

term

Digital literacy

description

A digital environment provided through a virtual learning platform, which replicates the physical classroom in a virtual way, allowing tutors and staff to communicate, interact and engage synchronously in teaching and learning activities.

description

Digital literacy involves the confident and critical use of a full range of digital technologies for information, communication and basic problem-solving in all aspects of life. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

term

Digital technologies

term

Discussion Forum

description

Digital technologies are advanced information and communication technologies and tools that transmit, store, create, share or exchange digital information using the digits 0 and 1, which can be read or manipulated using a computing device. Some examples of these tools are smartphones, tablets, digital cameras, portable devices, Internet of Things (IoT) devices and various software applications and platforms.

description

Website or learning platform that allows information exchange and asynchronous interaction between users.

term

Distance learning

description

Educational situation in which the teacher/trainer/tutor and the students are separated in time, space, or both. Courses are delivered through synchronous or asynchronous learning media, including written correspondence, texts, audio/video cassettes, CD-ROM, online learning, audio and video conferencing, etc. Distance learning does not exclude the use of the traditional classroom. The definition of distance learning is broader than that of e-learning.

Educational digital technologies

term

Educational simulation

description

Educational digital technologies (also referred to as ICT or EdTech) are a set of digital devices, software applications, and digital resources specifically designed or adapted for educational purposes. Examples of educational digital technologies include a) Learning management systems (LMS) (Moodle, Canvas or Blackboard); b) Educational applications (mobile applications designed to support learning); c) Collaboration tools (Google Workspace, Microsoft Teams or Zoom); d) Assessment tools (Socrative, Hurix, Mentimeter, Poll Everywhere, Kahot, Wooclap); e) Augmented Reality (AR) and Virtual Reality (VR) (technologies that provide immersive and interactive experiences that can improve student understanding and engagement); f) Online courses and tutorials.

These technologies aim to improve teaching and learning experiences by providing more flexible learning environments and allowing access to various digital educational resources.

description

A simulation is a highly interactive application/software that allows learners to model or role-play a scenario. Simulations are designed to allow learners to practice skills in a risk-free environment.

term

E-learning

term

Emergency Remote Teaching (ERT)

description

Flexible form of distance learning, structured by an educational organisation, using diversified technologies and pedagogies, aimed at geographically dispersed learners who are at a certain distance from the educational/training organisation, and which uses online mechanisms for educational communication and pedagogical, emotional and social interaction.

description

Emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis.

Entrepreneurship

description

A sense of initiative and entrepreneurship that refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity.

term

Face to Face Training (F2F)

term

Face-to-face Teaching (On-site teaching)

description

Face to face training refers to the in-person elements of instructor-led training.

description

The teaching and learning process is developed in a context where students and teachers are in direct contact, being physically in the same place.

Flipped classroom

Formal Education

description

A pedagogical approach which provides detailed individual instruction to individual students placing the onus on them to use digital resources to gain understanding of content, concepts or theories related to learning outcomes. This happens outside of a physical space. Students are then invited into a virtual or physical space to articulate and discuss their findings and are guided by teaching staff to ensure that gaps in knowledge are filled and further enquiries directed appropriately. This approach is designed to 'flip' the more didactic approach of lecture or tutorial-based instruction, followed by a more flexible approach to articulating what has been learned and any further enquiry.

description

Formal education is intentional, organised and structured. It is usually provided in schools, colleges, universities and other formal education and training institutions, and leads to recognised diplomas and qualifications.

term

Formative evaluation

description

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. For example, when implementing a new activity in class, you can, through observation and/or surveying the students, determine whether or not the activity should be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

term

Game-based learning

description

Game-based learning, is an active learning approach that uses game design principles to engage and motivate students in the learning process. Using game elements in an educational context can take the form of points, badges, leaderboards, and rewards, among others. These elements should be designed and applied according to the learning objectives.

Immersive learning

Informal Education

29

description

This sort of eLearning places individuals in a virtual interactive learning environment, so as to replicate possible scenarios or/and to teach particular skills or techniques. Simulations, Roleplay virtual learning environments and virtual reality (VR) can be considered immersive.

description

Informal education results from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support.

term

Innovative Activities

term

Inquiry-Based Learning

description

All scientific, technological, organizational, financial, and commercial steps which actually lead, or are intended to lead, to the implementation of innovations. Some innovation activities are themselves innovative, others are not novel activities but are necessary for the implementation of innovations. Innovation activities also include R&D that is not directly related to the development of a specific innovation. The indicator is calculated as a percentage.

description

Student questioning actively engages the learner, as does students' consideration of multiple solutions found in open-ended problem solving, which are both fundamental to student success. When given the chance for exploration, students learn to frame interesting questions. While student-centered, inquiry has been noted to best be achieved when teachers provide guidance such as setting broad goals and encouraging students to focus on subgoals.

term

Instructional design (ID)

term

Instructional simulation

description

The theory and practice of designing, developing, using, managing and evaluating processes and resources for learning. The instructional design process goes beyond simply creating teaching and learning materials and it is based on carefully analysing how students learn and what content, methods and tools will most effectively help them achieve a specific set of learning outcomes. It consists of determining the needs of the learners, defining the learning outcomes and objectives of instruction, organising and planning assessment tasks, and designing teaching and learning activities to ensure the quality of instruction.

description

Instructional simulation is the pedagogical approach that allows students to practice the skills they have acquired in real situations. These simulations are often designed to mimic specific situations or tasks that students may encounter in their academic or professional lives. Some examples of educational simulations involve business simulations in which students run virtual companies, medical simulations in which students practice procedures on virtual patients and flight simulators used in pilot training.

term

Interactive content

term

Interactive learning

description

Interactive content aids learning by encouraging users to actively engage with it. An authoring tool can be used to transform static content formats, like PowerPoint presentations, into an interactive course. Techniques to make eLearning content more interactive include adding drag and drop elements and prompting learners to complete an action before progressing to the next module.

description

Interactive eLearning places an emphasis on user interactions throughout exercises to enhance engagement and immersion in the subject. This sort of training can also demand decision making, branching and role-based thinking, and forms the bedrock of the scenario based approach to training.

term

Interdisciplinary learning

description

Interdisciplinary learning enables teachers and learners to make connections across learning through exploring clear and relevant links across the curriculum.

Just-In-Time Teaching

description

This strategy promotes an intentional connection between activities performed outside the classroom period and activities performed in class. It is therefore a strategy in which the students' prior knowledge is taken into consideration in the preparation of the lesson itself. In a first moment, the teacher launches exercises or warm-up questions, to be answered by the students before the lesson and the results allow the teacher to plan the approach of the lesson considering the potential difficulties or interests of the students. This is a strategy that can be enhanced with the introduction of technology.

term

Key competences

description

Key competences are the basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment.

term

Learning and development (L&D)

term

Learning assessment

description

Learning and development is a subset of Human Resources (HR) that aims to improve the skills, knowledge, and performance of individuals and teams through training.

description

Any systematic method of collecting information about the impact and effectiveness of a learning situation. The results obtained can be used to improve the learning offer, determine whether learning objectives have been achieved, and assess the value of the learning situation.

term

Learning by playing

term

Learning Design

description

Learning by playing could refer to either purposeful use of games designed to support learning (see 'Serious games') or to the accidental acquisition of knowledge or skills by engaging in playful activities. For example, a student could learn about strategy from participating in a soccer team or playing chess, or about history from an accurately designed role-playing game. In the accidental version, students may need help to connect the specific actions of the game to generic skills.

description

With the increased push towards online teaching provisions, the concept of learning design, or designing for learning, and the idea of "teachers as designers" has gained considerable traction within higher education. On a surface level, learning design represents an effective way of organising and structuring the process of planning, delivering, and evaluating teaching. The systematic nature and tangible outputs of the approach provides possibilities for sharing and reusing teaching resources, strategies, and methods.

Curriculum development and course design is not a formal activity in higher education. Planning the learning that will take place within a study programme or course and making decisions about relevant teaching, learning and assessment activities is often conducted ad hoc and locally. The processes of designing for learning have traditionally been run by individuals or small groups of academic staff, with little formal or informal support. The teachers, who predominantly work from the perspective of subject expertise, are rarely in the habit of sharing pedagogic practices and ideas outside their local context. This 'private' nature of teaching can be seen as a reflection of the high degree of autonomy and informality that characterises higher education.

term

Learning disability

term

Learning Management System (LMS)

description

Physical or mental condition that limits a person's movements, senses or activities, which in turn hinder learning.

description

A broad term used for a wide range of systems that organise and provide access to online learning services for learners, teachers/trainers and administrators. These services generally include access control, provision of learning content, communication tools and organisation of user groups. Another term often used as a synonym for LMS is Learning Platform.

term

Learning objectives

term

Learning outcomes

description

A clear and measurable description of learning outcomes: knowledge, skills or performance that a learner is expected to have and that can be observed after learning has taken place in order to consider learning successful. Learning objectives are the pedagogical translation of pre-signed competences and should be defined from the perspective of the learners and focused on the learning outcomes to be achieved.

description

Totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to master upon successful completion of an educational programme.

term

Lifelong learning

description

Lifelong learning includes all activities undertaken throughout life, with the aim of improving knowledge, skills and competences for personal, civic, social and/or professional reasons. It covers education and training across all ages and in all areas of life - be it formal, non-formal or informal.

*It relates do Andragogy Education.

term

Massive Open Online Courses (MOOC)

term

Microlearning

description

Short digital courses that students complete digitally, as there is no requirement for any physical attendance at a provider. They are most often open to a wide audience and not limited to those students already registered with an institution. While often based on learning and teaching delivered as part of a degree programme, they are not necessarily component parts of a larger programme and, as such, students who complete these short courses often do not receive academic credit. However, some students, on successful completion of their short 15 course, may be offered advanced standing for entry to a programme at the provider offering the MOOC which does carry academic credit.

**MOOCs can now be full degree courses.

description

Small learning activities to demonstrate a specific skill or focus on a knowledge gap or term.

term

mLearning
(Mobile learning)

description

This is learning that's conducted on a mobile device, like a smartphone or tablet. mLearning can occur anywhere at any time. The movement from desktop to portable devices has had a big impact on the development of online learning content. Instructional designers increasingly need to develop responsive mobile learning content that can adapt to the many devices learners now use.

term

Modular Object-Oriented Dynamic Learning Environment
(MOODLE)

description

Open source learning platform mostly implemented in education settings. One of the main benefits of open source platforms like Moodle is that they're free and can be highly customized. Companies should be wary of the value a "free" learning platform can deliver an alert to the costs quickly accrued in maintaining, updating and supporting an LMS without a vendor. Despite its initial low cost and apparent flexibility, Moodle's is actually quite expensive to maintain and adapt over time.

term

Module

description

In a LMS System, a module is a basic block a course is built from. A module can consist of any course material, such as a video, document, SCORM file, or an exam or survey.

term

Non-formal Education

description

Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

One (or Two) Minute Paper

Online Laboratory

45

description

This is a strategy used for formative assessment purposes, in which, at the end of the lesson, the teacher asks the students to individually write about the topic covered in the lesson, through one or two questions posed by the teacher. The main purpose of these questions is to enhance student learning through assessment for learning. It is also a useful mechanism for obtaining feedback on lessons, and can be used at the end of a block of classes dedicated to a particular topic.

description

A term to describe ways of replicating activities in physical labs such as simulations, experiments, virtual reality field trips and lab casts which connect staff and students through live streaming.

Online Learning assessment

description

An assessment that is conducted using a desktop, laptop or tablet device that is connected to the internet. Typically, the assessment is both delivered and marked by an algorithm included in the assessment software that is hosted on a remote server (or alternate device).

**The assessment may be both delivered and marked by an algorithm included in the assessment software, or delivered online and submitted for teacher assessment.

Pedagogical innovation

Pedagogy first

description

Pedagogical innovation refers to transforming or adapting a set of existing teaching and learning theories, practices, or tools to solve problems when the used practices no longer meet current needs. However, pedagogical innovation encompasses several dimensions, although it mainly focuses on teaching and learning practices, the implementation of which implies a significant and lasting change from what existed previously. Some authors argue that pedagogical innovation should be seen as a means for improvement resulting from a structured and intentional process that is not limited to mere change.

Innovation can result from different processes, such as the imposition or incentives of national educational policies, the result of teachers' determination and knowledge, the experiences felt by students, and the emergence of new educational technologies, among others. The central aim of pedagogical innovation is to provide students with skills that will enable them to grow personally and professionally, and this is achieved when knowledge previously acquired in an academic context is applied in practice.

description

An approach to the development of digital learning in which the pedagogical approaches to be taken in the delivery of the programme are placed at the forefront and regarded as a key driver in the programme development and design process.

Peer instruction

Personalised learning

description

Peer instruction is an active learning approach resulting from peer interaction and discussion. This approach involves engaging students before the face-to-face classroom meeting by reading or viewing multimedia content. On the basis of the prior knowledge thus acquired, and once in the classroom, the students answer multiple-choice or conceptual questions (Concept Test) posed by the teacher. After a moment of individual reflection on the subject, students are invited to discuss their answers with their peers in small groups, with the teacher acting as a mediator. During this process, students can share their perspectives and debate different approaches to the problem while learning from their peers' ideas.

description

Personalised learning is an educational approach that aims to customise learning for each student's strengths, needs, skills and interests. Students can have a degree of choice in how they learn as compared to the face-to-face lecture approach.

Podcast

Problem Based-Learning

description

Audio and video broadcasts that may be downloaded from the internet and can be played on portable devices that are not necessarily connected to the internet.

description

This strategy has the "problem" as a central element of the teaching and learning process. Students work in a collaborative/cooperative environment that allows them to identify what they already know and what they need to know, developing research and analysis of information that allows them to solve the problem in question. The "problem" is thus defined and selected according to the learning objectives. This a fundamental principle as it allows the content of a given subject to be related to the context inherent to the problem, contributing to the understanding and motivation of the student.

Project Based Learning (PBL)

description

This is an approach that integrates the development of a solution to an open problem, where students should be able to formulate the problem before developing their solution. Dealing with an open problem, student teams can develop several solutions, allowing for creativity and innovation. Teachers act as facilitators, mentors or supervisors, depending on the stage of the project and the learning environment developed for it. In most situations, the project approach is developed over a longer period of time (e. g. one semester) than the problem based learning approach (e. g. 4 weeks).

Quality Education

Question pool

description

Quality education means "the skills, knowledge, values and attitudes that learning and teaching promote must reflect and respond to the needs and expectations of individuals, countries, the global population and the world of work today. Not only teaching basic skills like reading and math, but encouraging critical thinking and fostering the desire and capacity for lifelong learning that adapts and shifts in local, national and global dynamics.

description

A question pool (also known as a question bank) is a group of reusable questions from which an exam or survey can be created.

Remote education

Research-Based Learning

description

Method of delivery, which involves teaching and learning activities where educators and learners are not physically present in one location at the same time. In this case, learning happens away from the physical site of an educational provider with educators and learners using different means to connect and engage with a programme, course or educational activity In this staff working document, remote education is used as a broad term which compromises, among others, the possibility to organise and deliver teaching and learning activities at distance (e. g. by using radio, TV or electronic resources) or online (e. g. requiring learners to use a connected device).

description

This approach implies that learning is developed from research activities in order to promote the creation and development of new knowledge. The development of learning is focused on research processes, such as the identification of a problem, the definition of research questions, the methodological design, the collection and analysis of information. The type of research will depend on the subject area and the learning objectives.

term

Responsive design

description

Responsive design is essential for software and courseware intended for use on mobile devices. It's a type of web development that allows the appearance of a website to dynamically adapt to a range of screen sizes. A good LMS should be mobile responsive for the convenience of users.

term

Science, Technology, Engineer, Arts, Mathematics (STEAM)

description

Some approaches propose to include the A for Arts (sometimes also including humanities in this term) to science, technology, engineering and mathematics.

term

Science, Technology, Engineer, Mathematics (STEM)

description

An educational approach that addresses the need to connect science with technology, engineering and mathematics in an inter- or trans-disciplinary way.

term

Screencast

term

Screenshot and Screencast tools

description

Where a live lecture is recorded and is uploaded as a digital video or podcast for students to view, either in real-time or after the lecture has finished.

description

Screen capture is software which allows a screenshot to be taken, annotated and edited. Screencast is a video recording of the screen on a person's device so that it can be shared with others. Audio or written explanatory commentary can be added.

Self-regulated learning

Serious games

description

Self-regulated learning include thinking about ways individuals successfully learn, the necessary sequence of learning something, what one knows already and more importantly, what one does not know. Self-explanation and having the opportunity to explain your learning both to yourself and others has been noted to aid learning.

description

A game is an activity or sport usually involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle! A serious game is a game which is designed to help someone practice a skill or become engaged with content which may be difficult to access, by making it fun to repeat tasks until mastery is acquired. The game may also provide a "magic circle" to experiment with problem-solving, skills, ideas and concepts where it is acceptable to make mistakes (see also 'Learning by Playing').

term

Service Based Learning

term

Simulcast

description

A strategy based on the premise that students can mobilise their skills, enthusiasm and energy to support an organisation, institution or community in solving a real problem. This context emerges as an opportunity for learning the contents, leading to a meaningful learning experience.

description

Programmes or events broadcast across more than one media platform at the same time.

term

Simulcast online

term

Streaming

description

Programmes or events broadcast online and across any other media platform at the same time. A programme is online simulcast (100% live streaming) if all the content is broadcast online and across any other media platform at the same time.

description

Real time transmission of live video and/or audio over the internet using streaming technologies. Data streaming occurs when a pre-existing multimedia file can be played back without being completely downloaded first.

term

Summative Evaluation

term

Synchronous interaction

description

Usually carried out at the end of the ADDIE process, Summative Evaluation assesses the value of a learning program at the end of the development cycle. The aim is to determine whether a training program is effective as is, or needs to be amended.

description

Synchronous interaction occurs in real time and allows simultaneous online interaction between participants.

term

Synchronous learning

term

Synchronous session

description

Synchronous learning is any type of learning that takes place in real-time, where a group of people are engaging in learning simultaneously. Although learning occurs at the same time, learners don't have to be there in-person, or even in the same location. Synchronous learning enables learners to ask questions and receive answers on-the-spot, while also collaborating freely with their co-learners. For employee trainings, synchronous learning is a popular choice. It's a method that lends itself well to learning about updated company policies or new software that's being rolled out. When done right, it's also useful for customer and partner training as it creates an invaluable feedback loop.

description

One that is developed in real time and allows students to interact online with their teachers and peers to participate in class activities, clarify their doubts or questions and submit assignments.

term

Team Based Learning (TBL)

description

Team Based Learning is an evidence-based collaborative teaching strategy based on a three-step cycle: individual preparation (Individual Readiness Assignment - IRA), team resolution (Group Readiness Assignment) and application exercises. The TBL strategy is adaptable to small and large groups, allowing you to work with large classes in small team formats.

term

Transdisciplinary learning

description

Practice and research efforts conducted by academics from different disciplines working jointly to create new conecptual, theoretical, methodological, and transnational innovations that integrate and move beyond discipline-specific approaches to address complex problems.

Transformative learning

term

Transversal competences

description

Education can bring profound, positive change in people's lives facilitating social change.

Becoming critically aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making and interpretation. (…) This type of learning resulted in changes to one's habitual mechanisms for making meaning.

description

Transversal competences are the skills individuals have which are relevant to jobs and occupations other than the ones they currently have or have recently had. Albeit they have been acquired in a given context or to master a special situation/problem, they can be transferred to another context. They include digital skills, entrepreneurship or civic awareness. Indeed, transversal competences enable people to pursue learning throughout their lives, contribute to democratic societies and to succeed in today's and tomorrow's world of work with its demand for high skills combined with creativity and the ability to innovate.

**It also includes sustainable development objectives and the formation of global citizens.

term

Tutorial

description

Interactive event involving feedback to the learner on tasks and activities already carried out, as well as guidance on tasks to be carried out.

**A tutorial often means video material that explains a topic or a procedure when no interaction is expected.

Value creation pedagogy

Videoconference

description

Stresses the autonomous capacities of learners.

Education was the key to securing individual and societal well-being, or as he believed absolute happiness. He felt that happiness was discovered through a transformational process of creating value in one's life through everyday interpersonal interactions.

Stresses the importance of human agency in creating the values of beauty, gain and good to enhance the personal and collective lives of people from an humanistic perspective. Creation of value as the ultimate purpose of human existence, defining a happy life as one in which the capacity to discover and create value has been fully deployed.

description

Technology that allows visual and audible contact between people who are in different locations, giving the impression that the interlocutors are in the same place. It allows not only synchronous/real-time communication between a group, but also person-to-person communication.

Virtual Learning Environment (VLE)

Virtual reality (VR) /Augmented reality (AR)

description

A platform for supporting learning and teaching (particularly digital learning) and providing a space for learning resources. The precise functions and facility provided by each platform will vary and there will be options to customise and add packages depending on needs. In most cases, a VLE will, as a minimum, provide a repository for documentation (for example, programme/module information, timetables, policies and procedures), provide a message facility and support the submission of assessments and provision of feedback on assessed work.

description

VR involves the use of a computer to visually simulate an artificial environment within which a user can interact with objects and be fully immersed. AR refers to the real-time digital overlay of information over physical elements. A user's real, visible environment is the predominant element, with extra information intended to augment the actual environment a user sees on an ad hoc basis, rather than fully replacing it.

Vodcast

description

A video file made available digitally, often a video version of a radio broadcast, which can be downloaded to a device. This term can also encompass Vlogs.

Webinar

description

A web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously using video conferencing software, with participants taking part digitally. Webinars may be recorded and made available as a video for asynchronous viewing.

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Vodcast	The Quality Assurance Agency for Higher Education 2020 Registered charity numbers 1062746 and SC037786 www.qaa.ac.uk	
Webinar	The Quality Assurance Agency for Higher Education 2020 Registered charity numbers 1062746 and SC037786 www.qaa.ac.uk	

Glossary of pedagogical terms/ practices