

TEL Strategy - Glossary of terms

Asynchronous learning is a term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction – such as pre-recorded video lessons or game-based learning tasks that students complete on their own – that is not being delivered in person or in real time.

Source: quoted from Great Schools Partnership (2013), "Asynchronous learning", *Glossary of Education Reform*, 2013, published at <http://edglossary.org/asynchronous-learning/>

Blended learning **Blended Learning refers to learning design that purposefully, thoughtfully and effectively integrates face-to-face and online learning opportunities, informed and driven by student needs.**

Ref: C M Christensen, M B Horn and H Staker (2013) *Is K-12 Blended Learning Disruptive? An Introduction to the Theory of Hybrids*, Christensen Institute, San Francisco, p 7, published at <http://www.christenseninstitute.org/wp-content/uploads/2014/06/Is-K-12-blended-learning-disruptive.pdf>

Block-online learning is a delivery model where students come on campus for one or more intensive blocks of learning (eg two days, one week, two weeks) with the rest completed online. It enables remote learners and full-time workers to participate.

Cloud computing is a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g. networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction.

Source: quoted from National Institute of Standards and Technology, US Dept of Commerce, *The NIST Definition of Cloud Computing*, September 2011, published at <http://csrc.nist.gov/publications/nistpubs/800-145/SP800-145.pdf>

Communities of practice are groups of people who come together to share something they have in common for the purpose of learning from each other, learning about themselves and contributing actively to the identity and practice of the group as a whole. A community of practice can be physical, virtual or both. The group is motivated and driven by a sense of shared experiences and active contribution a shared purpose and goals. Communities are often formed organically, but some professions actively encourage the formation and membership of a community of practice as a learning resource and potential training base for practitioners.

Source: prepared drawing on the original work of Jean Lave and Etienne Wenger (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press and quoted from "What is a Community of Practice?" Published at <http://wenger-trayner.com/theory/>.

Creative Commons is a legal licensing framework that allows creators of digital media to specify under what conditions their work can be shared and re-used. The creator of the media can add conditions to the re-use of their work such as "non-commercial" use and "share-alike" use. "Share-alike" means the newly created work must be shared under the same licence conditions as the original. Creative Commons licensing is based on the principle that there is value in building our work on the shoulders of others. Each time a work is shared and re-used, its value is re-affirmed, its message travels more widely and has more impact and the reputation of the creator is enhanced. Proper attribution is also required, aligned to notions of academic integrity and referencing of each others' academic work.

Cyber security is about defending computing devices, networks and stored data from unauthorised access, use, disclosure, disruption, modification or destruction. It is concerned with ensuring the integrity and availability of

information and services and due confidentiality of data. It is concerned with risk management and ensuring controls are proportionate to risk.

Source: UOW Cyber Security Policy (forthcoming), as derived from R Kissel's synthesis in (2013) *Glossary of Key Information Security Terms*, US National Institute of Standards and Technology, Washington, published at <http://nvlpubs.nist.gov/nistpubs/ir/2013/NIST.IR.7298r2.pdf>.

Digital literacy Digital Literacy is the capabilities, which fit someone for living, learning and working in a digital society, this gives someone the ability to locate, critically evaluate and appropriately use digital technologies to support lifelong learning. Students need to develop digital literacies to access, create, share and communicate using a range of technologies, which will enable them to participate in learning activities, collaborate with peers, complete assessment tasks and enhance their employability. Staff need to develop digital literacy to support their own professional development as well as motivate and inspire learning for students in contemporary learning environments.

Source: - eg: R Goodfellow and M R Lea (2013) (eds) *Literacy in the Digital University: Critical Perspectives on Learning, Scholarship, and Teaching*, Routledge, London and New York.

Flipping the classroom means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.

Source: quoted from C J Braime (2013), *Flipping the Classroom*, Vanderbilt University Center for Teaching, Nashville, published at <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs.

Source: quoted from Society for Learning Analytics Research executive (2010), definition prepared for the *1st International Conference on Learning Analytics and Knowledge*, Banff (Alberta), February 27–March 1, 2011, published at <https://tekri.athabascau.ca/analytics/>.

Learning analytics in higher education. A review of UK and international practice

<https://www.jisc.ac.uk/reports/learning-analytics-in-higher-education>. ACCESSED 27 April 2016.

Learning Platform Suite is the set of platforms and related technologies provided and maintained by CCCU to provide support and enhancement opportunities in the development and delivery of the curriculum. This includes, but is not limited to, the VLE, plagiarism checking service, ePortfolio, lecture capture solution and video sharing portal.

Massive online open courses (MOOCs) are online courses which leverage the internet to reach much larger numbers of typically adult learners than can be taught in university settings. While free, MOOCs are only truly 'open' in exceptional circumstances. Most use proprietary licenced learning materials that are only available to students for the period of enrolment, and cannot be accessed after the programme is finished, nor reused, adapted or redistributed by educators (which are concepts central to OERs and open education). As commentators have been quick to note, free does not equal open.

Source: drawing on debates such as David Wiley (2012) "The MOOC Misnomer", *Iterating towards Openness* blog, published at <http://opencontent.org/blog/archives/2436>.

Mobile learning has proven difficult to define. Definitions of mobile learning appearing in the research literature focus on a range of concepts including mobility of the technology, mobility of the student and the mobility of the learning process.

Source: quoted from H Farley and members of the Mobile Learning Evaluation Project Team (2013), "Delphi Forum to Develop a New Definition of Mobile Learning", *CRN Digital Futures Project 1: Mobile Learning Evaluation Framework*, University Southern Queensland, Australian National University and University of South Australia, published at <http://mobilelearning.org.au/index.php/definingresearch>.

Netiquette refers to rules of conduct (etiquette) appropriate to the online environment, dictated by common sense, fairness, honesty, and courtesy.

Source: See <http://www.knowthenet.org.uk/infographic/be-careful-trolling-can-happen-anyone> for useful infographic.

Networked learning is learning in which information and communication technology is used to promote connections: between one learner and other learners; between learners and tutors; between a learning community and its learning resources.

Source: quoted from P Goodyear, S Banks, V Hodgson and D McConnell (2004), *Advances in Research on Networked Learning*, Kluwer Academic Publishers, Boston and Dordrecht, p 1.

Open education is based on the simple and powerful idea that the world's knowledge is a public good and that technology in general and the Worldwide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge. There is significant effort to leverage open education world-wide to remedy the problem of lack of access to primary, secondary and tertiary education, due to cost and/or lack of access to educational institutions.

Source: 'public good' definition quoted from M S Smith and C M Casserly (2006), "The Promise of Open Educational Resources", *Change Magazine*, vol 38 no 5, p 10. Comments by Sarah Lambert, drawing on Commonwealth of Learning web site <http://www.col.org/>.

Open educational resources (OER) are teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.

Source: UNESCO (2002), quoted within World Open Educational Resources (OER) Congress (2012), *2012 Paris OER Declaration*, UNESCO, published at http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/WPFD2009/English_Declaration.html.

Personalised learning refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called 'one-size-fits-all' approaches to schooling in which teachers may, for example, provide all students in a given programme with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student.

Source: quoted from Great Schools Partnership (2014), "Personalized learning", *Glossary of Education Reform*, 2013, published at <http://edglossary.org/personalized-learning/>

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person.

Source: quoted from Great Schools Partnership (2013), "Synchronous learning", *Glossary of Education Reform*, 2013, published at <http://edglossary.org/synchronous-learning/>

Ubiquitous learning allows learning anywhere, anytime, on any device.

Source: a ubiquitous definition. The concept of anywhere, anytime learning through technology has been attributed to B C Bruce (1999), "Education Online: Learning Anywhere, Any Time", *Journal of Adolescent and Adult Literacy*, vol 42 no 8, pp 662-6.

Universal Design in education provides a framework to ensure equality of education to all students. This can be accomplished by ensuring that all students have an equitable learning experience by providing flexibility in how information is presented and how students are expected to respond to, how students are engaged, and ensuring that challenges and supports within the programme are appropriate to all learners, including those with disability or limited language proficiency.

Source: derived from (2014) ADCET: Universal Design <http://www.adcet.edu.au/disability-practitioner/courseprogramme-design-and-implementation/universal-design/>