

## Pedagogical Glossary

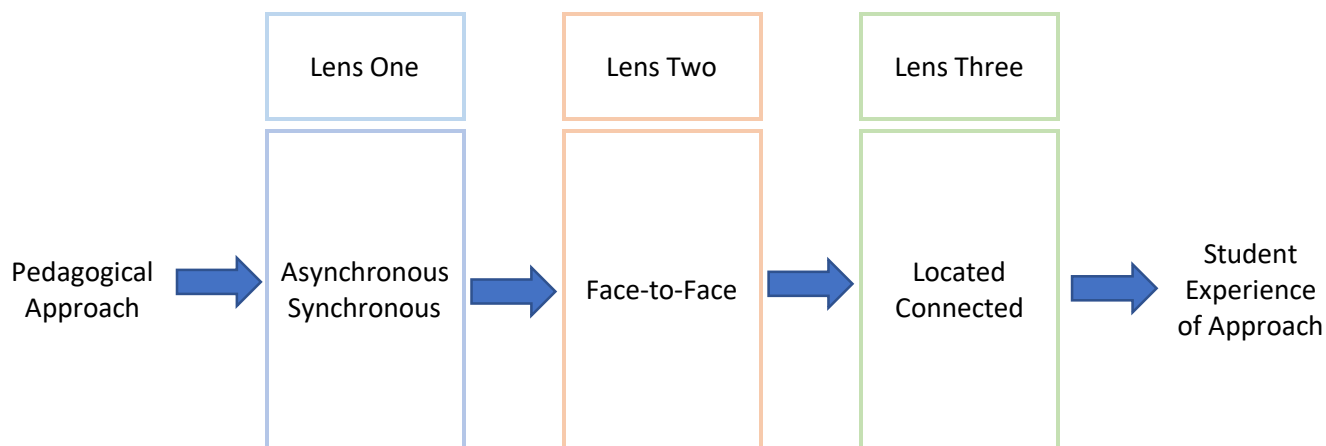
The following glossary is offered with three key principles:

- Consistent terminology across the university for activities that are taking place, which in turn can be made explicit within course documentation and publicity.
- The development of an expectation baseline from which colleagues can develop their learning material and enhance programme design – these are the type of activities we would expect to see next year.
- The foundation for discussions with students around their responsibilities associated with each approach, and what the expectations on them are, to optimise their learning experience.

From an overall perspective we are intending to utilise a *Hybrid Model of Learning*; Hybrid learning being where students learn through a mix of face-to-face, in-person and online activities. Hybrid learning is most effective when it occurs before, during and after sessions.

Beneath hybrid learning, each learning approach (e.g. lecture; seminar; practical) can viewed through a series of lenses that will then clarify how this approach will be experienced (i.e. it acknowledges the complexities around specific terms such as face-to-face which could be physically in-person as well as digital). The document should be read alongside the university glossary of terms, although key learning and teaching definitions are offered in Table Three. Figure One highlights the process from learning approach to learning experience.

Figure One



To clarify the cumulative effect of the lenses, basic definitions for some key terms are offered in Table One. It is proposed that these are utilised in programme documentation (e.g. module guides) so students are aware of what is expected of them for each session. These combinations are important as they would (a) help clarify when learning structures are, for example, lecturer at home interacts with students on-campus, lecturer at home interacts with students on-campus and at-home, lecturer on-campus interacts with students on-campus and at-home and lecturer on-campus interacts with student at-home, and (b) ensuring student know whether they are required in a specific location or there is flexibility in this location.

Terminology associated with groupings is also offered recognising the significance and importance of group and social learning experiences [Table Two]. Specific pedagogical approaches are finally offered and these will evolve, at this stage at programme level; they represent terms that may act as a ‘short-cut’ to clarify the impact of a specific combination of lenses on a pedagogical approach [Table Four]. It is recommended that these are discussed with students enabling a shared understanding of the expectations placed upon them to optimise their learning experience.

**Table One: Key Terms**

Term	Definition/Explanation
Asynchronous	Enabling students to have some flexibility over the pace of learning and timing in which engagement occurs, asynchronous learning is a student-centred teaching and learning approach that frequently uses digital learning tools and platforms to facilitate lectures and assessment activities outside the constraints of a physical classroom.
Synchronous	Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place. Synchronous learning should allow learners to interact.
Face-to-Face	Face-to-face learning involves interaction with/between students and staff, including lecturers, technicians, guest lecturers and subject specialists. Synonymous with real-time learning it can include workshops, fieldwork, practical activities, seminars and tutorials in a specific room/location or via the use of technology.
Located	A specific and single location for a group is required/chosen to undertake the activities meaning activities take place within campus learning spaces.
Connected	Learning may be in formal or informal university learning spaces, and also therefore supports those unable to access the university; the key being that not all students are in the same location. There is frequently the use of technological means to connect individuals and groups and may take advantage of both formal learning rooms as well as social/informal learning spaces.

**Table Two: Groupings**

Huddle	A group of approximately 3 students tasked with working together for a short time within a session. It could involve finding a social learning space to complete task or may involve using a range of technologies to connect away from the main lecture or tutorial (e.g. breakout rooms in Teams)
Pod	A formalised grouped established by the module team to facilitate group activities.

**Table Three: Learning & Teaching Definitions**

[Please read alongside University Glossary of Terms]

Term	Definition/Explanation
Fieldwork	Learning undertaken in an alternative context, location or environment from the university campus-focused learning spaces.
Lecture	A lecture is usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations.
Practical	Learning opportunities relating to putting theory and research into practice.
Seminar	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
Supported Independent-Study	Activities where a trainee conducts research or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
Tutorial	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives additional individual attention to the students. More interactive and specific than a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Webinar	A web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously online using video conferencing software, with participants taking part remotely. Webinars may be recorded and made available as a video for asynchronous viewing.
Work-Based Learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a working environment, while being monitored and supported by a tutor.
Workshop	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

**Table Four: Pedagogical Approaches**

[to be discussed and agreed with student cohorts]

Pedagogical Approach	Connected (C) / Located (L)	Synchronous (S) /Asynchronous (A)	Face-to-Face (F2F) / Online (O)	Student Role/Responsibilities