De Montfort University
Learning and Teaching Glossary 2020-21

The Learning and Teaching Glossary has been adapted in response to the unprecedented challenges posed by Covid-19. The Glossary includes a new section on online learning which provides guidance with regard to the structuring and organization of teaching activities in an online environment.

This information is provided to capture the understanding of learning and teaching activities that can be delivered through online learning, while enabling academic colleagues to be creative in their approach. The use of consistent approaches to the scheduling and organization of teaching activities will assist with informing and managing student expectations and learning experiences in line with the Consumer Rights Act of 2015.

The original list of learning and teaching approaches was initially created as part of the UDL project in collaboration with Heads of Quality, Heads of Study, Department of Academic Quality and the DSU. It references 'Explaining Contact Hours Guidance for Institutions Providing Public Information about H.E. in the UK' (QAA 2011) and now the 'Revised Quality Code' (QAA 2018).

The revised Learning and Teaching Glossary incorporates Online Learning and was developed through the pedagogy workstream of the Strategic Planning Group in May/June 2020, with particular input from the Faculty Associate Professors Quality. The Online Glossary was approved by the Strategic Planning Group in June 2020, which included full University and DSU representation.

The Online Glossary does not at present specify workload planning information as this will be subject to discussions with the Trade Unions.

June 2020

The DMU Learning and Teaching Glossary		
On-site/Campus Delivery		
Name of Learning & Teaching Approach as specified in the approved programme documentation	**Descriptor of Learning and Teaching Method**	
1. **On-site Tutorial**	A **Tutorial** is a small or individual meeting in which a lecturer, or other member of staff gives learning support, frequently in relation to difficult concepts, but it can include revision of challenging concepts. This interaction typically occurs face to face. This is different from Personal Tutoring.	
2. **On-site Seminar**	**Seminars** provide an opportunity to explore topics by discussion. A **seminar** is generally understood to be a smaller group meeting than a lecture, in which students and academics actively discuss information on a chosen topic.	
3. **On-site Lecture / Large Group Teaching**	A **Lecture** can range from a very formal to an informal learning opportunity where information, concepts or principles are delivered by a lecturer to usually a large group of students. Formal **Lectures** are often conveyed in a highly structured manner with minimal student contribution. Informal **Lectures** often involve interactive exchanges between students and lecturer. Both approaches introduce and disseminate new information and knowledge which is later reinforced with other learning.	
4. **On-site Workshop**	A **Workshop** involves a group of students who engage in intensive discussion and activity on a particular subject or project. This may be of a **practical nature** or based	

	on shared theoretical concepts.	
5. On-site Practical	A scheduled teaching session usually located in a laboratory environment on campus; where using equipment such as computers, clinical or scientific equipment is intrinsic to the student experience.	
6. On-site Studio	**Studio teaching** is a process of learning-by-doing, in which students develop the skills required to produce designs, gain an understanding of the application of technical knowledge to design situations, and explore how theory and action inform each other. Studio teaching is characterized by project-based work on complex and open-ended problems, typically involving the rapid iteration of design solutions with frequent formal and informal critique, involving interaction with peers as well as staff. The major goal of studio teaching is to guide students through the design process, while simultaneously teaching them about design.	

Online Learning (OLL)		
Name of Learning & Teaching Approach as specified in the approved programme Documentation	**Descriptor of Learning and Teaching Method**	**Additional guidance**
1. Synchronous session	A Live session delivered via an online Web/VLE Platform which may engage participants via the following: • Streaming video platforms • Live chats, individually or course-wide	**This type of session will be timetabled to ensure student opportunity to engage virtually with live teaching.**

	- Live engagement on forums on discussion boards - Web conferencing tools - Videos (e.g. embedded links to clips) - Student participation with peers, including group working and co-creation - Office hours - Knowledge checks - Questions and Answers - Supervision meetings, such as dissertations These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams. Please be aware that 250 participants is presently the maximum number of participants in a Blackboard Collaborate Ultra and MS Teams meeting. Synchronous sessions with more than 250 participants would require a MS Teams Live event. In reality, however, synchronous sessions should be less than 250 participants with large module numbers broken down into more manageable cohort sizes as per pedagogy guidance document.	**There will be a need to take into consideration time zones which may require the same session to be run at different times**. Because the session is running in real time there is likely to be an immediate response to any student questions and subject conversation/interaction by the course convener. This may require two members of staff to deliver a synchronous session, i.e. one to deliver the content and another to manage the chat box and deal with Q&A. **NB**: Recordings from the session may be used as asynchronous learning materials as a review or revision aid. **NB**: Please note that recordings of synchronous teaching sessions should be in accordance with DMU policy. As a general rule, teacher-led synchronous sessions can be recorded, whereas synchronous sessions that promote student engagement should not be recorded.

| 2. Asynchronous session | An independent 'stand-alone' session delivered via a Web/VLE Platform which has been pre-created to deliver academic content for access by students at their own-pace. Content is available 24 hours daily, 7 days a week. Asynchronous content will, however, need to be tightly monitored, with the lives of forums and discussion boards requiring regular review for checking on student progress. The characteristics of this type of learning may include:
• Pre-recorded teaching sessions in PowerPoint with/without voiceover (or equivalent) that ensure equitable alternatives in accordance with DMU Replay policy
• Pre-recorded teaching sessions in DMU Replay
• Podcasts
• Video and Radio (please note that there will be a need to consider captioning requirements via DMU Replay in accordance with UDL policy)
• Blogs
• Broadcast media such as online news, art or performance.
• Links to journal articles or online data sets
• Interactive knowledge checks
• Recorded practical demonstrations
• Forum or discussion boards
• Accessible support materials to enable learners to engage independently with online content.
• Student developed – co-created materials.
• Email opportunities to clarify content with content | **This type of session is not timetabled, but is available to students who cannot attend synchronous learning sessions or who prefer to review or engage academically as independent learners.**

It is unlikely as a result of the type of learning that there will be immediate responses to student questions. Any questions will need to be directed to the course convenor for a later response. |

	developer. These sessions would be accessible via Blackboard Module shells.	
3. Online Lecture	A formal teaching session which is structured to impart guidance/learning/information to students on-line but, which is used in collaboration with interactive educational content, providing opportunities to engage.	**In 2020-21 lectures will be delivered in an asynchronous format (unless exceptionally agreed as synchronous) and recorded for students to subsequently review.**
4. Online Seminar	A smaller group meeting, which is supported online via web conferencing tools, which provides students with an opportunity to develop their learning about a topic by engaging synchronously with peers and academic staff. Previously taught lecture materials can thus be used as a learning foundation from which a structured seminar might develop a deeper level of more critical understanding or learning around a subject. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This will usually be delivered synchronously and will require to be timetabled.** **Seminars would not normally be recorded because of the nature of student interaction/discussion.**
5. Online Tutorial	This process enables an individual or small group of students to directly engage with a lecturer via online platforms in order to provide learning support or clarify challenging concepts. This type of session could include support for dissertation students.	**This will usually be delivered synchronously.** **Tutorials would not normally be recorded because of the nature of student interaction/discussion**

	These sessions would typically be delivered via MS Teams.	
6. Online Workshop	An online workshop that provides students with the capacity to engage in intensive discussion and activity on a particular subject or project. This may be of a **practical nature** or based on shared theoretical concepts. The characteristics of this session may include: • Interactive sessions that provide students with the opportunity to engage in experimental learning. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This will usually be delivered synchronously and will require to be timetabled.** **Sessions may be recorded for asynchronous review by individual or group if they are in line with DMU recording policy.** Workshop sessions that involve students having remote access to the likes of IT labs will have to be timetabled to ensure student access. IT labs that are being used in a remote access arrangement cannot be accessed physically in the event that it is possible to be on campus. Interactive online workshops will require clear guidance being provided to students on how the workshop will work and the protocols for the session.
7. Online Laboratory	Online laboratories provide an interactive platform to enable students to engage in experimental learning. The characteristics of this session may include:	**This will usually be delivered synchronously and will require to be timetabled.**

	- Students being provided with remote access to equipment such as laboratory equipment and PC labs. - Simulating data collection - Performing or simulating data entry and processing - Analysing data - Providing conclusions about results These sessions would typically be arranged via specialist IT remote access solutions.	**Sessions may be recorded for asynchronous review by individual or group if they are in line with DMU recording policy.** **These sessions will require clear guidance and instructions. Because these sessions are likely to run in real time, students should be provided with questions that enable them to obtain feedback so as to assist their understanding.**
8. Online Discussion	Online discussions may take place as part of an asynchronous learning session or as synchronous academic work. The characteristics of this type of session may include: - A safe space to exchange ideas or clarify understanding with peers or lecturers. - An opportunity to develop ideas. - The ability to critically review both academic and non-academic content or ideas. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This session could be delivered <u>synchronously</u> or <u>asynchronously</u>.** **Academic colleagues may want to schedule synchronous sessions that are timetabled to support/review student questions/comments.**
9. Online Demonstration	An online demonstration (usually delivered as a pre-recorded video) which provides learners with a visual representation of a practical skill which may later be applied	**This session could be delivered <u>synchronously</u> and <u>asynchronously.</u>**

	by them in a practical situation. This could also be delivered via an online platform demonstrating specific skills, for example a clinical skills site. These sessions would be accessible via Blackboard Module shells.	**Synchronous sessions may be** <u>**timetabled.**</u> **Synchronous sessions are likely to be recorded for asynchronous review by individual or group if they are in line with DMU recording policy.**
10. Online Simulation	Online simulations may be used to reinforce key concepts and let students explore them in a real-world context. Elements of course content can be applied to scenarios which can be supported by open source content to develop the richness of the learning materials/online engagement. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This session could be delivered** <u>**synchronously**</u> **and** <u>**asynchronously.**</u> <u>**Synchronous sessions**</u> **may be** <u>**timetabled.**</u> **These sessions are unlikely to be recorded given the nature of the student discussion and interaction**
11. Online Game	Online games enable students to gain practical experience in the digital environment thus enabling a rich learning experience but also an opportunity to virtually reflect their knowledge and competence within the game. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This session could be delivered** <u>**synchronously**</u> **and** <u>**asynchronously.**</u> **Synchronous sessions may be timetabled.** **These sessions are unlikely to be recorded given the nature of the student discussion and interaction.**

12. Online Case studies	Case study exercises delivered within an online environment enable learning opportunities which are based within real or imagined situations. Group or single responses to cases enable the development of critical learning skills and provide student opportunities to develop research and problem-based skills. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This session will usually be delivered asynchronously and will not be timetabled.** **Academic colleagues may want to schedule synchronous review sessions that are timetabled to support/review student questions/comments.**
13. Online Problem-based Learning	Problem based exercise sessions online enable students independently or in groups to develop practical responses to societal or practical problems. Discussion boards, chat rooms and wikis may be utilized to facilitate free flow of ideas. These can be facilitated by the academic lecturer, but may also be peer facilitated as well as being used for co-creation. These sessions would typically be delivered via Blackboard Collaborate Ultra and MS Teams.	**This session will usually be delivered asynchronously and will not be timetabled.** **Academic colleagues may want to schedule synchronous review sessions that are timetabled to support/review student questions/comments.**
14. Online Guided Design	A process online in which students are supported to investigate, review and reflect independently on tools, research materials and learning resources which will support their responses to 'open ended 'problems. These sessions would be accessible via Blackboard Module shells.	**This session will usually be delivered asynchronously and will not be timetabled.** **Academic colleagues may want to schedule synchronous review sessions that are timetabled to support/review student**

	questions/comments

Name of Learning & Teaching Approach	Non-Staff Led: Descriptor of Learning and Teaching Method
1. Placement	An experience that is intended to give the student insight into a practical element of the award they are studying. In some courses, the placement element is facilitated through the University and is a mandatory assessment component. Placements will inevitably be more complex to deliver and administer in an online environment. Please in the first instance liaise with the careers team and Faculty placement offices.
2. Field Trip	A **Field Trip** is an opportunity for students to spend time outside the University. This can be from a single one-off event to a residential opportunity. Field trips will obviously be more difficult to arrange as a result of Covid-19. The University's position will be determined by government policy.

Name of Learning & Teaching Approach	**Self - Directed Learning** views learners as responsible owners and managers of their own learning process. **Self-Directed Learning** integrates self-management (management of the context, including the social setting, resources, and actions) with self-monitoring, whereby students monitor, evaluate and regulate their own learning strategies. Any of the learning activities listed under **'Staff Led'** can be included under **Self-Directed Learning**; it would be identified as 'unstaffed'.
	▪ Online Learning – This can be prescribed or suggested actions usually using the VLE or another online platform. For example, it can be online quizzes or pre-sessional preparation.
	▪ Reading – of Core materials indicated on the module syllabus or other relevant materials.

▪ Watching and listening - to digital artefacts (e.g. videos, podcasts, vodcasts, radio extracts etc.)
▪ Collaborative Activity – for instance, blogs, Wikis or face to face group work
▪ Reflection – A structured or unstructured learning opportunity for student development and progression
▪ Review – Using materials uploaded onto the VLE or other resources indicated by module staff or through student research and self-directed study to develop, enhance and ensure learning
▪ Consolidation – Learning activities to be completed after the main learning event
▪ Replay - of DMU Replay activities to consolidate or revise module learning opportunities
▪ Postgraduate Researcher Training – In addition to the tutor-led delivery, this involves interactive discussion and activity-based delivery. This may be of a practical nature or based on sharing theoretical concepts or processes. Training can be either generic or Faculty-specific.