



# Glossary

**Active Learning:** A range of teaching strategies to engage students as active participants in their learning during class time with their instructor.

**Assessment AS Learning (evaluative or meta-learning):** Assessment that promotes students' active engagement to self regulate and critically evaluate. Students are encouraged to develop a deeper understanding of the assessment process and its expected standards of achievement.

**Assessment OF Learning (summative assessment):** Assessment that measures performance. Students demonstrate their achievement which, act as a focus for institutional accountability and quality assurance which has significant consequences for progression. n. High-stakes.

**Assessment FOR Learning (formative assessment):** Assessment that is formative and diagnostic, with an emphasis on feedback, learning and **dialogue**. Low-stakes.

**Asynchronous:** A student-centred teaching method that uses various forms of online learning tools and platforms to enable the **delivery** of lectures and assessment activities.

**Blended Learning:** A mix of face-to-face and online instruction.

**Chunking:** The process of taking information and grouping it into meaningful components that are 'digestible' by a **student**.

**Closed-Book Exam:** Students do not have access to resources outside of the exam booklet. Typically invigilated/proctored under examination conditions.

**Collusion:** Unauthorised collaboration between students on assignments. May have implications for plagiarism.

**Constructive Alignment:** A principle that advocates for enhancing student learning by connecting teaching and learning activities with assessment activity and intended learning outcomes.

**Didactic Teaching:** Teaching is viewed as a mechanism of knowledge transfer. Typically less interactive: places greater responsibility for learning on the lecturer than on the student.

**European Credit Transfer and Accumulation System (ECTS):** An academic credit weighting system aligned with estimated student workload. One ECTS credit represents 20-25 hours of student effort. All modules should be designed to carry a ECTS credit weighting of 5 ECTS at their smallest, or multiples of 5 ECTS. . The ECTS works on a yearly norm of 60 credits for a full-time course



**Face-to-Face Teaching:** Students and educator are engaged in processes of teaching and learning at the same time, on the same site.

**Flipped classroom:** an instructional strategy used to promote active learning. Class time is used for discussions, group work, or other activities to embed and promote the learning gained from the 'flip'. Subject content is prepared in advance to enable the students to study the materials independently prior to the session. The 'flip' might be video content, a journal article, or some other stimulus.

**Formative assessment:** Assessment **for** learning, whether an educator checking student understanding of a concept or principle, or a student checking their own work/the work of a peer and developing their own understanding of a concept or principle.

**Hybrid Learning:** Hybrid learning is often used to refer to a blending of face-to-face and online techniques in teaching and learning. Under Covid-19 it may also refer to parallel provision, where you are preparing content for simultaneous delivery in-person and online.

**Learning Outcomes (LOs):** Concrete statements describing essential learning demonstrated by students at the end of a course or programme. LOs identify what/how students are able to know, do and/or behave at the end of a process of learning. LOs are written at a threshold pass level.

**Multiple Choice Questions (MCQs):** Short answer questions often used in quizzes and short tests.

**Online Learning:** Online instruction can be real-time (synchronous), or time-delayed (asynchronous).

**Open-Book Assessments:** Students can **refer to** their notes and other digital and paper resources in preparing to answer questions.

**Peer Assessment:** A type of assessment where students grade and/or provide feedback on each other's assignments using rubrics/grading criteria they have developed themselves or have been provided with.

**Programme Focussed Assessment:** An approach that looks at the totality of assessment across a programme of study. It maps assessment practices across the programme and brings together the various contributors to discuss, evaluate assessment and consider ideas for its enhancement. An important outcome is that it enables students and academic staff to experience the programme as a cohesive and coherent whole.

**Real-time Online Exams/Assessment:** A timed exam offered remotely, where students interact continuously with the online platform. These are not invigilated and so are effectively open-book.

**Rote Learning:** A technique that tests the acquisition of facts through memory.



**Rubrics:** An evaluation tool. A rubric might also indicate gradations or levels of quality for each criterion. Can be quantitative or qualitative.

**Short Answer Questions (SAQs):** A brief assessment consisting of short questions requiring concise answers to measure **development** in knowledge, abilities, and/or skills

**Student Workload:** The time required by a student to complete all planned activities associated with the module or programme. This includes contact teaching time, all self-directed learning and time spent undertaking assessments.

**Summative Assessment:** Assessment measures the level of attainment by a student of specific learning outcomes within or across the modules which make up a programme of study.

**Synchronous/Real time learning:** On-line learning through which students interact with their module instructor and fellow students. Examples include live discussions and webinars.

**Take Home Exams:** open-book exams that are given a longer deadline to submit the answers.

**Virtual Learning Environment (VLE):** A web-based software that offers a host of tools and software with multifaceted functionality, enabling lecturers to design different approaches to teaching and learning in an online environment. Trinity's VLE is currently Blackboard. For a glossary of Blackboard terms, see:

[https://help.blackboard.com/Learn/Administrator/Hosting/Install\\_or\\_Upgrade\\_Learn/Get\\_Started/Glossary\\_of\\_Terms](https://help.blackboard.com/Learn/Administrator/Hosting/Install_or_Upgrade_Learn/Get_Started/Glossary_of_Terms)

**Last updated on: 7 July 2022**