SECTION 5

A St Mary's Learning & Teaching Strategy 2020/21-2025/26:

Glossary of Terms in the Learning and Teaching Strategy

Term	Definition	Implications for learning & teaching
Asynchronous online	Students can access the module content at their own time and pace.	Make use of online blended learning activities e.g. pre-recorded videos, forums, quizzes, assignments, FlipGrid, etc… to share knowledge with students, promote engagement and to monitor progress. There should be clear instructions and signposting to make sure students are clear on what they have to do without having to contact you. Set up a Moodle Scheduler for student office hours, so that students can book 1:1 sessions or small group sessions at mutually convenient times. You can host these over Zoom. Remember to make your content Digitally Accessible.
Blended learning	Refers to a programme that combines both face-to-face learning and online elements in its delivery.	A blended approach usually brings together classroom-based activities with the lecturer present and online learning materials provided by the lecturer. The VLE (Moodle site) is normally the best platform for sharing digital resources. The mix between the face-to-face and online elements can vary considerably, depending on the nature of the module.
Distance learning	Where learning is designed to be consumed entirely remotely. Hence the student does not have to be present on a physical campus to apply, enrol, engage with the learning or even take their exams. Distance learning can be either online or offline	Distance learning programmes are attractive to students who have other careers or responsibilities as it allows them to study at their own pace and schedule. At St Mary's, we run a small number of Distance Learning programmes (e.g. MSc Strength and Conditioning) but even on this programme there is a residential component in the summer. Programmes should not be delivered in a distance learning format unless they have been specifically validated for delivery in this format.

	(but is increasingly online).	
Digital	A broad term and refers to any use of electronic data or technology.	All programmes at St Mary's include a digital component since all have dedicated VLE Moodle sites, either at programme level, module level or both.
Digital estate	Refers collectively to St Mary's IT hardware, software, tools, resources and support staff.	In order to maximise the effectiveness of the delivery of programmes, academic staff should prioritise and (where applicable) restrict their use of digital platforms to those which are formally supported by the University. These are set-out in the TEL Digital Platforms pages.
Digital learning	Refers to any type of learning that uses technology to deliver the teaching and help students learn. Hence the term 'digital learning' covers an infinitely wide spectrum of technologies.	In order to maximise the effectiveness of the delivery of programmes, academic staff should prioritise and (where applicable) restrict their use of digital platforms to those which are formally supported by the University. These are set-out in the TEL Digital Platforms pages.
Face-to-face (i.e. in-person teaching)	In class face-to-face delivery on set schedule	Students are expected to attend in person. In order to make your teaching inclusive record them to benefit students as a revision aid. We have 75 teaching rooms set-up for Teaching and Learning Capture with fixed camera and lapel microphone. To find out which rooms are equipped. As with the other modes of delivery, it is recommended to make use of online blended learning activities to enhance the Learning experience for students e.g. make use of Pre-recorded videos, Forums, Quizzes, Assignments, Vevox, FlipGrid, etc... Remember to make your content Digitally Accessible.
Hyflex or Dual mode	HyFlex refers to live learning that integrates face-to-face and online learning experiences. Lecturers deliver the session to a group of students face-to-face whilst allowing some students to join the session online at the same time (in streaming mode), or to watch the	A Digital Assistant is required to support the live online students. TEL training can be provided to both lecturers and Digital Assistant on how to manage their Hyflex classroom on Zoom. This model may present the most flexibility to students in terms of attendance, but it does present challenges to both lecturers and students from a delivery and quality of learning perspective. The camera and audio input need to be the ones used for Teaching and Learning Capture (TLC Panopto) equipment in the teaching rooms. Remember to make your content Digitally Accessible.

	recording of the session after.	
Inclusive teaching approaches	Inclusive pedagogies are those that are accessible to all learners and grounded in the principles of effective academic practice. [1]	Examples of how staff can embrace an inclusive approach and adopt inclusive pedagogies include the following: ○ Ensure teaching materials are available to students before the class ○ Use lecture capture technology ○ Empower students to create their own recordings ○ Use social learning (e.g. peer learning, discussion in class) ○ Ensure students can see the 'point' of sessions, and their relationship to programme learning outcomes. ○ Employ authentic assessments (relevant, topical etc) Be enthusiastic Teach in a stimulating and interesting manner Engage with the students' levels of understanding Have concern for and respect for students Encourage directed independent learning ○ Adhere to good practice accessibility guidelines in the production of learning materials (e.g. Class handouts, lecture slides etc.) ○ Employ audience response systems (e.g. Vevox, Poll Everywhere, Mentimeter) ○ Encourage students do not always work in their 'comfortable' friendship groups.
In-person	Teaching contact that is face-to-face, on campus.	In-person teaching will remain at the heart of the student experience and characterises Type 1, 2 and 3 modules in the F2F+ 'Spectrum' proposed in this Strategy.
Online learning	Learning that takes place when students learn online. Their learning is typically via a virtual learning environment (VLE)	The VLE Moodle sites for a programme or module should provide access to resources, books and support that are accessible online. The delivery may consist of a combination of asynchronous and synchronous activities, but it takes place online.
Synchronous online	Live on Zoom to all students on set schedule.	Students are expected to attend these live sessions when they are scheduled to take place. Use online blended learning activities (e.g. polls, whiteboards, breakout rooms etc…) to complement these sessions to make them more engaging. You can also use pre-recorded videos and reading material here and flip the learning style, use the live sessions to discuss the content of videos or reading material. All live Zoom Lessons should recorded and made available to students via Moodle for revision and review (Lecture Capture). Set up a Moodle Scheduler for student office hours, so that students can book 1:1 sessions or small group sessions at mutually convenient times. You can host these over Zoom. Remember to make your content Digitally Accessible.