

Board of Management Learning and Teaching Committee

Date of Meeting	Tuesday 8 September 2020
Paper No.	LTC1-C
Agenda Item	4.1
Subject of Paper	Learning and Teaching Scenario and Guidance
FOISA Status	Disclosable
Primary Contact	Dr Claire Carney
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Action	For discussion

1. Recommendations

1.1 The Committee is asked to note the progress made with regard to developing the Learning and Teaching scenario for academic year 2020/21.

2. Purpose of Paper

2.1 The purpose of this paper is to provide an update on the Learning and Teaching scenario and the various approaches being adopted to ensure a quality learning experience.

3. Context and Content

Since the last meeting of the Learning and Teaching Committee (April 2020) a range of Learning and Teaching delivery scenarios were considered by the Senior Management Team and the Executive Leadership Team, these included:

- Option 1. Fully Online for Academic Year 20/21;
- Option 2. Fully Online: Sept to Dec 2020, followed by Blended (on campus and online) Delivery;
- Option 3. Blended Delivery for academic year 20/21.

All options were 'new' for the college and as such have complex implications for students, staff, recruitment and curriculum delivery. Options are outlined below:

Option 1: Curriculum teams delivered fully online since the 17 March and did so in a hugely commendable fashion. However, this was in response to an emergency situation and as such lecturers have 'had to make do' with limited resources to deliver from their home environment. Notwithstanding, there are a range of curriculum delivery challenges that cannot be overcome by remaining fully online and these include:

- practical nature of the majority of courses requiring use of specialist equipment to complete certification
- access to specialist software, only available on campus, particularly affecting the creative industries and STEM

Option 2 Curriculum delivery fully online until December and then blended had been proposed by a number of Universities. It potentially provides the security of a longer length of time within which issues regarding the control of covid-19 may be secured. There are a couple of issues with this approach mainly to do with the limitations of completing practical aspects (as above) and potentially having a 'backlog' for the rest of the year. In addition, there is the real potential for a further 'lock-down' which may jeopardise the delivery of on-campus delivery during this time.

Option 3: Blended Delivery for academic year 20/21 with a blend of on campus and on line delivery. An initial 'working' document on key questions related to Learning and Teaching was shared with Deans and Director of Student Experience for consultation with their wider teams.

Appendix 1 contains full responses to short, medium and long term options and is a very useful reference document. The paper was subsequently shared with ELT and SMT for wider discussion. Therefore, and consistent with the Scottish Government's guidance it was agreed that **Option 3, the blended learning and teaching delivery model** was the most practical and accessible option available.

In addition to agreeing Learning and Teaching a number of activities and developments have taken place to conclude (where possible) learning and teaching activities for academic year 2019/2020. In addition, there has been a significant amount of preparation for Blended Delivery model of learning and teaching, where teaching is delivered on-campus and online.

Completion of Academic year 2019/2020

- **Assessment and Resulting:** In a 'normal' year, academic course teams would have followed a regular schedule of assessment and resulting of student outcomes, the majority of which would be complete before the end of the academic year. This year a whole new method of holistic assessment and professional judgement had to be developed and employed by staff across the college. The Performance team developed detailed guidance for teams and where possible all students were progressed using gathered evidence. In some instances more 'difficult cases' were referred to newly constituted Internal Quality Assurance Panels (37 in total). These panels all took place week between 8 June and 19 June. It is imperative not to undermine the professionalism and adaptive working of our teaching staff in developing such processes to ensure student progress.
- **Deferral Students:** The majority of students received an assessment outcome but for some who need to complete mandatory practical aspects of course, they will either complete before the beginning of Block 1 (17 August-14 Sept) or over the course of Block one. Like other colleges, we have a large number of Deferral students and we

have robust plans are in place for those students to complete their studies and progress.

Preparation for Academic year 20/21

- **Recruitment:** Given the potential intensity for increased competition for students (due to international recruitment restrictions) and uncertainty about whether to apply to College offering 'Blended delivery' there has been intense efforts to recruit students. The application cycle has been further complicated by the SQA Higher results 'fall-out' and the potential implications of the A levels results. It is a very fluid and uncertain time and the focus will very quickly move from a recruitment and enrolment aspects to one of retaining and creating affinity and commitment to the college. (see Induction and transition section below). Numbers at this stage (Sept 1 2020) look relatively healthy: Applications currently sit at 18,945 down 2% on last year at same time, offers accepted sit at 8,167 up 20% on last year, and the number of pre-enrolled is 7402 up 23% from last year and over 100% of the target number for year 1. However, as noted above caution must be attributed to numbers at this stage.
- It is clear that cross college working is necessary to attract and recruit students and recent marketing campaigns have focused on low recruiting courses to generate interest and hence applications. Intense work has also been aimed at encouraging students to 'pre-enrol' onto their course and as such create an affinity with the college and absorb them into activities.
- **Induction and Transition:** It is recognised that the new learning and teaching environment is very different and we aim to ensure that students are aware and prepared for the coming year. It is also important that we are open and honest with our students about their expectations of the year ahead, and that we offer opportunities for students to develop digital skills which will allow them to fully participate in an accessible and engaging online learning and teaching experience. Curriculum and support teams have a joint responsibility to develop and deliver pre entry opportunities for students to engage and prepare for the forth coming academic year.
- Formal online Induction activities began 31 August and a total of 170 online meetings have been put in place for every student group. This has been a tremendous effort on behalf of the Student Experience Directorate and Curricular Teams and more detail is provided in Paper LTC1-E.
- Transition activities and student communication has never been more important. It is unclear at this point how students will respond to continuing or beginning their studies online. The 'physical' college experience is so much 'richer' than their college studies per se and it is as much about, the social interactivity and engagement with other students, lecturers and the many development opportunities available. Retention and attainment will be an important feature of this new delivery model hence Student Engagement will be key throughout Block 1 to ensure that students' progress and 'stay the course'.
- **Learning and teaching guidance for 20/21**, the VPSE in consultation with colleagues from across the college including; representative Associate Deans, Deans, Student Experience Directorate and the Learning and Teaching Academy has developed a comprehensive set of guidance and expectations for teaching staff for the Blended delivery of Learning and Teaching for academic year 20/21, comprising on campus and online activity. The guidance covers general areas including staff support for digital delivery (see below), assessment, quality assurance and student engagement. The resource is designed to be a 'live' document and will be added to and adapted over time. The paper also includes a Glossary of frequently used terms in Digital Delivery. (see Appendix 2)

- **Student Survey of Digital Experience:** A survey was conducted of the student learning experience to gain an understanding of what the College can adapt/change/modify in advance of academic year 20/21. A key element of that survey was 'communication' and creating informal means for students to 'get to know each other'. These findings were incorporated into Learning and Teaching Guidance. See Paper LTC1-D.
- **Staff support for Digital Delivery:** The Learning and Teaching Academy has an intense schedule of developmental activities and resources to support individual staff and curricular teams, including use of the 'Standard' or minimum set of expectations for online courses. A schedule of activity is available on [webpages](#).
- **Digital Access and Student Connectivity:** A clear priority for the college is ensuring that all learners have access to hardware they can use to access the internet and the Virtual Learning Environment (MyCity). The requirement for all learners to have a reliable broadband connection and/or data package in order to access the internet, sits alongside the requirement for hardware, as does access to an appropriate learning environment. Student Experience directorate have been in contact with all new students informing them that access to a laptop will be necessary and in turn have surveyed students for the potential need for a laptop. This has resulted in SMT making a decision to purchase a large number of laptops (circa 2,500) and, in addition to stock already in place, the College is well placed to ensure those in need will be supported.

4. Impact and Implications

4.1 The changed Learning and Teaching delivery model will have implications for the student experience as students will have less time on campus. This may be positive for some as timetables may be more efficient for students but may have negative consequences for creating student association and affinity with the college.

4.2. The changed Learning and Teaching delivery model will have implications for staff development as curriculum delivery models need to be substantially revised and new ways of working developed.

Appendix 1: Learning and Teaching Consultation: Key outcomes

KEY QUESTIONS:

	Short Term (Now-Sept)	Medium Term (Sept-Jun 2021)	Long Term (June 2021-?)
What do we keep doing?	<ul style="list-style-type: none"> • Resulting Gathering of Evidence, resulting, panel of Assessors • Communicating with new and Continuing students – comms plan • Supporting and communicating with staff • Online induction and transition activities • Academic Development: lecturers through mandatory Learning and Teaching Academy mandatory training about blended pedagogy • Make a decision soon to rule out campus delivery where possible to provide clarity in subject areas or levels. • Recruitment: Increase student offers / Get Ready for College / Keeping warm needs to be given high priority as universities 	<ul style="list-style-type: none"> • Student support • Move all theory online, across all Care courses until a PPE or vaccine is available. • Assessment: Review assessing habits. Are we over-assessing beyond “minimum success criteria”? Are we using the built in flexibility in evidence gathering? • Ensuring learning Outcomes are uncompromised • If placements can happen this may only occur in Blocks 2 & 3 only and delay submission dates. • A large-scale review of curriculum and course delivery model plans to create true excellence in 	<ul style="list-style-type: none"> • Full review of curriculum in light of changing landscape (benchmark)

	<p>will be “fishing in the same pool” for enrolments.</p> <ul style="list-style-type: none"> • Digital Access: Consider process to supply devices, internet data and basic digital training to staff and students. 	<p>blended learning for session 21-22.</p> <ul style="list-style-type: none"> • Create business cases for new courses (according to sectoral analyses) delivered in blended or remote modes. • Look for different awarding bodies / systems • Lobby SQA and SFC for renewed systems (research production on best VLE / Distance and blended learning) 	
å	<ul style="list-style-type: none"> • Start of next academic year- delay by 2 weeks? • Timetabling: Modelling of course delivery options • Thinking around use of staff teaching time and delivery time • Move all work online to cover the theory only – await SQA input relating to the re-design of the Care courses that rely heavily on external placements to gain the qualification. 	<ul style="list-style-type: none"> • Mindset change from thinking about 3x12 week blocks to unit by unit delivery • Contemplate moving to fully asynchronous content MOOC style online for some courses with partners 	<ul style="list-style-type: none"> • Only with a vaccine in place would allow courses to return to new normal practice.
What do we start?	<ul style="list-style-type: none"> • Communication: with new and continuing students about 	<ul style="list-style-type: none"> • Student Development: Students need to learn how 	<ul style="list-style-type: none"> • Curriculum and Course development:

	<p>potential plans for new academic year.</p> <ul style="list-style-type: none"> • Glossary: develop a glossary of terms for common use amongst students and staff. • Academic Development: Staff training and development in online mapping of units/programme • use underutilised staff to support development of online learning materials/resources • Access to buildings for staff over summer period to retrieve materials and development of online materials (demos in college) • Thinking differently about scheduled teaching hours and delivery hours. • Development of criteria for what is F2F and what is blended • Estate usage: Plan and devise for estate usage modelled after other countries' models • Unions: Enter negotiations with unions to ensure alignment • Curriculum planning and design: review existing learning and teaching materials/approaches- what can be changed to online? 	<p>to learn in the new normal/be 'MyCity ready'-</p> <ul style="list-style-type: none"> • Academic Development: development of CofGC 'standard' for online delivery in order to provide a consistent experience for students • Short Courses: Industry related/required short courses/units of study • At a sectoral level, funding availability for individual units (industry required) • Curriculum and Assessment: More project based work with ongoing assessment. • Review of awarding bodies guidelines to amend when possible assessments and to decrease the number of assessment • Student Support: Review model of student guidance • Practical: With SQA, SSSC, NMC and university agreement use simulations or case studies for all practical courses. Sector specific simulation rooms 	<p>Source external content to support our courses / partnerships with external content providers (museums, guilds, course area...)</p> <ul style="list-style-type: none"> • Outsource / move online by developing VR or search for external partners / providers for creation and content diffusion • Outsource creation and diffusion by licensing COGC brand • Develop multilingual versions • Associate onsite crash courses based on practice to online theory material on multi sites • Create the COGC quality label to license partners
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	<p>Resources required to help with changes? What can't be changed to online?</p> <ul style="list-style-type: none"> • Current course offerings. Any SRP changes? And any changes to unit offerings/unit delivery timings? • Share good practice-across departments/faculties: LTA • 	<p>built to substitute for the lack of external placements</p> <ul style="list-style-type: none"> • Create asynchronous content on terms of levels of content: one discipline can be taught from level NC NQ to degree in x numbers of online paths with specialisation (see specialisation units and degrees on course) 	<ul style="list-style-type: none"> • Develop a multidisciplinary incubator within COGC community • Recruiting facilitators vs. lecturers for online courses and some consultants specialised on disciplines
<p>What do we invest in?</p>	<ul style="list-style-type: none"> • Academic Development: Staff training and development in online mapping of units/programme • Student Development: Students need to learn how to learn in the new normal/be 'MyCity ready'- • Digital Access: Devices, internet data and basic digital training for some staff and students. Seek creative partnership of sponsorship from private companies (Google, Vodafone, Tesco etc.) 	<ul style="list-style-type: none"> • Digital Access: Devices, internet data and basic digital training for some staff and students. Seek creative partnership of sponsorship from private companies (Google, Vodafone, Tesco etc.) • Academic Development: Staff training and development in online mapping of units/programme • Student Development: Students need to learn how to learn in the new normal/be 'MyCity ready'- • Learner analytics and student support to ensure attainment and retention • Development of VLE 	<ul style="list-style-type: none"> • Do we need increased VC equipment in classrooms? • Large, simulated Care areas within the college, for all 3 Care areas in the college to allow small number of participants and lecturer. • Move from local devices to ATAWAD

		<ul style="list-style-type: none">• Large, simulated Care areas within the college, for all 3 Care areas in the college to allow small number of participants and lecturer.• Accelerate the Digital Transformation Strategy	
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Learning and Teaching Delivery 20/21v2

Introduction

- This guidance is offered to provide guidance and expectations for delivery of learning and teaching for 20/21. It has been developed in consultation with a number of colleagues from across the college and has been helpfully informed by the survey of student experience of online learning conducted in June 2020.
- This is a 'live' document and will be continually updated over the coming months in line with college and sectoral developments.

Learning and Teaching

- City of Glasgow College will deliver a Blended Model of Learning for Academic Year 20/21. Formal teaching will begin a little later (14 September 2020) than other years to allow for the completion (where possible) of practical teaching and assessment deferred from AY19-20; to engage in relevant training, and time to undertake planning and modification of courses as required.
- We are working on the basis that we will have limited access to our campuses at the beginning of the academic year however, all curriculum teams should be working on continuing the development of on-line delivery that will run alongside whatever on-campus delivery becomes possible. This will allow us to continue learning and teaching for students and staff who may be shielding or otherwise protecting. All curriculum teams should device a contingency plan that enables a return to full online delivery, at short notice, should this be required.
- It is clear that some form of social distancing measures will be the norm for the foreseeable future and because of this, our ability to accommodate all students on campus will be reduced. However, we aim to ensure that those who are in greatest need of access to facilities, equipment, staff and key support services are prioritised to do so. There are a number of Key reasons why students may attend campus:
 - Practical classes including: Use of technical/manufacturing equipment and PC labs; Simulators; use of Marine Survival Crafts; Kitchens; Salons and Games Halls etc.
 - Guidance/peer support/tutorials.
 - Student Support: Accessing student support services- continuing students with PLSPs etc. and complex issues around money and accommodation.
 - Examinations (only where necessary and required by Regulatory body)
 Equally, there are Key Groups of students who would be prioritised to attend:
 - New students to the college (to facilitate social connection at the start of the year).
 - New students with PLSPs.
- All teams are required to adopt a digital first approach to curriculum delivery, with all courses capable of being delivered remotely, via MyCity as much as practically possible. This is challenging in some curriculum areas, but so as to ensure continuity and quality

of delivery throughout 20-21, teams must be ready to revert to a fully online and remote model if required, potentially at short notice.

- It is imperative that every MyCity course area comprises all essential staff and course information and is kept up to date with relevant course materials and is aligned with the City of Glasgow College Online Learning [Standard](#).
- The Standard has been developed by the Learning & Teaching Academy in consultation with staff from across the College and aims to provide clear guidance and minimum expectations for online delivery. The Standard is intended to offer straightforward guidance, in a checklist format, to help staff ensure that Moodle courses are consistent and clearly laid out. The Standard also ensures that statutory requirements for accessible and easily navigable content are met.

Staff Support for Digital Delivery:

- The Learning and Teaching Academy will provide a comprehensive range of developmental activities and resources to support individual staff and curricular teams, including use of the Standard. A schedule of activity is available on the [webpages](#). It is imperative that teaching staff and teams avail themselves of these opportunities during the extra time afforded by the delay in the 'formal' teaching College Calendar 20/21. Support is also available from your faculty assigned Learning Technologist (see list below):

Name	Role	Faculty
George Howie	Manager	
John Casey	Senior Learning Technologist	
Sebastien Marciak	Learning Technologist	Creative Industries
Kay Stephen	Learning Technologist	Creative Industries
Julian Hopkins	Learning Technologist	Education and Humanities
Carole Reece	Learning Technologist	Education and Humanities
Suzanne McAlinden	Learning Technologist	Hospitality and Leisure PT Mon-Wed 10-2
Pauline Barker	Learning Technologist	Nautical and STEM
Munmeet Sandhu	Learning Technologist	Nautical and STEM
Lewis Ross	Learning Technologist	Hospitality and Leisure PT Mon-Wed 10-2

- .Zoom and MS Teams: The College has purchased Enterprise Zoom with full functionality for the coming Academic Year. Zoom will be primarily used for academic teaching delivery with collaboration\internal meetings through Microsoft Teams. At the

same time, we are working on consolidating out Office 365 (Teams) tenancies to allow staff and students to collaborate more seamlessly, further details to follow. Zoom licensing and user training will be managed by Joe Wilson and Tom Duff through the LTA Team.

- Course delivery must comprise a balance of synchronous and asynchronous learning (on-line and where applicable on-campus: see below), teaching and support and include opportunities for students to work collaboratively with each other on coursework and assessments.
 - How long should a synchronous on-line session be? Keeping in mind that a Zoom classroom is not the same as a face-to-face classroom because of the connectivity challenges and the nature of online environments, the ideal length of a Zoom session should be 45-60 minutes. Where longer is needed, such classes should be segmented by the insertion of breaks or other activity, such breaks to be not less than 30 minutes. Asynchronous on-line learning activities should be designed to be accessed “on-demand” any day of the week.
- Key practical activities should be prioritised and their completion expedited where possible to ensure completion in-year. Examples of these should also, where possible, be recorded to facilitate formative and consolidation of learning.
- All students should have opportunities for success early in the academic year. This should target ‘easier’ or more straight-forward units or elements in order to increase likelihood of early success and potentially open up time for more challenging components.
- Each course should have access to a detailed and thoroughly curated collection of relevant online material and resources that enable the provision of extension and support of learning.
- All curriculum teams should review and update Course Overviews to clearly signpost high-level course aims and objectives.
- **Library Services.** The library service offers access to resources, services and physical spaces for staff and students at City of Glasgow College. Libraries have evolved to become services that blend both digital and printed resources. The library team has created over [140 online library guides](#) that cover all areas of the curriculum. These can be linked to within MyCity course area to give you and your students direct access to content. For all support queries, library@cityofglasgowcollege.ac.uk.
Services include:
 - On demand webinars that cover accessing and utilising [digital resources and databases](#).
 - Expert advice and support for referencing and research skills with access to the global tool Cite them Right.
- Visit the [Library services for staff guide](#) for further details and direct students to the [New to the library?](#) Guide.

Management and Delivery of Assessment and Feedback

- As a result of the changes made to the academic year and the extensive use of online delivery, it will be necessary to convert many assessments to digital or other alternative assessment format. This may require guidance and permission from awarding bodies and input from the College's Quality Team.
- Due to the dynamic nature of the current pandemic situation, it is preferable to maintain new alternative assessment processes and methodologies in order to ensure consistency across the student body (some of whom may be shielding) and across the course of study if further restrictions are imposed within the academic year.
- There are numerous benefits associated with online assessment including the ability for some platforms to auto-mark student work, for feedback to be provided to students instantly and in a range of formats including video and audio, and tools such as Turnitin to expedite and simplify the process of marking essays via its Quick Marks functionality. As part of the assessment planning and design process all staff will be expected to:
 - Use formative assessment activities as the primary mechanism to evidence student engagement, and monitor progress, knowledge and understanding.
 - Look for opportunities to integrate summative assessments.
 - Use online assessments available from Awarding Bodies e.g. SQA's SOLAR and City & Guilds Evolve system.
 - Convert paper-based assessments into e-assessments - liaise with the Learning Technologies team for support.
 - Consider writing new assessments to replace closed book/exam conditions – e.g. timed online assessment, timed short response, project based work etc. These may require Awarding Body endorsement/approval. Subject specific guidance will be issued by SQA outlining assessment conditions that cannot be adapted due to specific health and safety or competence requirements. Please refer to the guidance prior to adapting assessment conditions. . SQA have recently released guidance on [remote invigilation](#) Agree the assessment schedule as a course team with assessment mode clearly articulated, and dates and deadlines spread evenly throughout the year and advise students to enable them to plan their time and study.
 - Release assessments early to allow students to work at own pace
 - Integrate assessment wherever possible to reduce assessment burden .. A mapping exercise should be undertaken to show clear mapping and integration opportunities across Units and Learning Outcomes and stored in accessible master folders.
 - Consider recording feedback; this approach is best used as the student hears a recognised/familiar voice and will understand feedback more effectively than just written text.
 - All courses should make regular and routine use of low-stakes (formative) testing and assessment and maximise opportunities available from auto-marking, self-assessment and peer assessment.

Internal Quality Assurance

With such a large amount of course modification and redesign required it will be vital that teaching teams work effectively with their colleagues from the Quality team to ensure a high-quality and student learning experience that is underpinned by sufficient oversight and scrutiny. To support this Curriculum teams should:

- Schedule remote pre-verification, standardisation and internal verification sessions.
- Contact squaresources@cityofglasgowcollege.ac.uk to request copies of Assessment Support Packs (ASPs). Assessment conditions outlined in ASPs **must not** be adapted without prior approval from SQA. To request prior approval please contact squaresources@cityofglasgowcollege.ac.uk.
- All college devised instruments of assessment should be internally verified then sent to SQA to be prior verified (PV) before use. SQA are now offering two additional PV services for; assessment integration and adapted assessment conditions. Contact squaresources@cityofglasgowcollege.ac.uk to request this.
- Electronic Master Folders should be created and stored centrally to ensure content is accessible by relevant teaching teams.
- Work with the Students Association to support the class rep system (including peer review).
- Have regular course and cross-campus team meetings to review student progress.
- Schedule check points for delivery to review how well the approach is working for staff and students; to review government guidance changes; to review student feedback and make timely adjustments.
- Engage all team members in arrangements and be mindful of individual staff needs when planning.

Student Support and Guidance:

- A delayed start to the academic year, prioritised practical delivery, and developing and maintaining the constant option of a predominately online blended delivery model for FE and HE groups require all teams to think very differently about how we engage, motivate and support our students to maximise student success
- The importance of student engagement is paramount and for students the 'physical' college experience is so much 'richer' than their college studies per se and it is as much about, the social interactivity and engagement with other students, lecturers and the many development opportunities available. Therefore, Students should be the starting point and courses should be student centred to ensure that the social aspect of learning is part of all course delivery. Retention and attainment will be an important feature of this new delivery model hence student engagement, regular guidance and attendance checking by curriculum teams will be key. Please consult and follow closely the [Induction and Enrolment Procedure](#) -
- Communication is paramount and student should be communicated with regularly and consistently. Any changes to timetabling (which should be kept to a minimum) should be done so well in advance and students should be provided with checklists and induction packs for what they might need to complete their courses and regular calendar/weekly updates from faculties to help them fully understand what is expected of them per week and per block on their course.
- Guidance hours:
 - All full time students will receive one hour of planned guidance each week, and part time students as appropriate, within their timetable. It is imperative this time is used effectively and is focussed on supporting students and building relationships between students and guidance tutors. Student engagement team will continue to offer workshops to support relationship and team building, resilience etc.

- All students will be offered a planned programme of guidance by their academic advisor and meetings will be held with students at specified times throughout the academic year. (See Academic Advisors [handbook](#))
- One to one guidance meetings at minimum once per block should still be the status quo. This will allow students and guidance tutor to openly discuss progression, attendance, achievement etc. Tutor reviews via enquirer should be used to record one to one guidance meetings.
- The college dashboard, particularly the [guidance tracker](#) (linked) section provide 'real time' information on student engagement, please ensure you use this and follow up students as required
- Attendance: it is imperative that student attendance is registered and monitored. This will ensure at risk students are identified and interventions and support can be put in place.
- Allow as many opportunities as possible for students to have informal engagement and contacts through small group pairings, breakout rooms and online quizzes.
- See [Seven Ways To Improve Students' Online Learning Experiences In Your Subject](#) .

Glossary

This is not intended to be an exhaustive list but demonstrates the variety of terms which are being used. It has been developed from a couple of sources (see references below) and modified by City of Glasgow Staff.

Term	Usage/definition
Assessment - computer-based	An assessment that is conducted using a desktop computer, laptop, tablet or mobile device. Typically, the assessment is both delivered and marked by an algorithm included in the assessment software loaded on the device. This term can also encompass automatic online assessment.
Assessment - online	An assessment that is conducted using a desktop, laptop or tablet device that is connected to the internet. Typically, the assessment is both delivered and marked by an algorithm included in the assessment software that is hosted on a remote server (or alternate device)) however, increasingly on-line oral examinations are being conducted as an assessment mechanism.
Assistive technology	A piece of equipment or software that is used to improve or enhance digital learning access and capability. This is particularly important to individuals with disabilities or difficulties in engaging with digital approaches to learning.
Asynchronous learning	Any form of learning or teaching that does not occur in the same place or at the same time for a whole cohort. Students can access resources and communicate at any time and are not restricted to accessing this learning at any specific time.
Augmented reality (AR)	Augmented reality is a process that overlays digital learning or teaching content onto the physical world. This term can also encompass <i>mixed reality or MR</i> .
AV	Any material that is audio, visual or a combination of both.
Blended Learning	A method of learning and teaching that integrates on campus face-to-face and online delivery methods.
Bring your own device	A term used to describe where students use their own devices to access digital resources to support learning activity.
Cloud-based hosting	Cloud-based hosting is the process of outsourcing an organisation's computing and storage resources to a remote service provider. Some or all of the resources required to deliver a programme can be stored and accessed by staff and students via the cloud using appropriate software and devices. Multiple users can access these resources at any one time.

Collaborative digital learning	An educational approach to learning that involves groups of learners working together, via digital means, to complete a task.
College Dashboard	The College has a comprehensive Dashboard facility where all aspects of the student Journey (including Guidance tracker) is housed.
Content curation	Material that is found, reviewed and selected to be relevant to your audience.
Content library	A content library is similar to a traditional library and is a digital store of folders and files which can be accessed by authorised users.

Content management system	A content management system is an application that is used to consistently manage content (for example, documents, images, videos) and allow multiple contributors to create, edit and publish content.
Digital access	The ability to participate in learning through digital means. This includes providing appropriate hardware and software to facilitate access to digital learning.
Digital assessment	Assessment activities that involve students digitally creating, submitting or completing work. Staff review this work and then either assess it using digital or analogue means to assess the work. Examples include digital examinations, plagiarism-detection software, virtual reality simulations, video performances or digital portfolios.
Discussion board / forum	An online forum for discussion, often provided as part of the VLE
Digital capabilities (<i>sometimes also referred to as digital literacy</i>)	The capabilities which fit someone for living, learning and working in a digital society.
Digital cheating	Cheating is any action which is intended to enable a student to achieve an unfair academic advantage or to assist another student to do so. This includes, for example, plagiarism, collusion, use of 'contract cheating' services, examination cheating (for example, through accessing unauthorised materials in an exam), or falsification of research data. Digital cheating is cheating which occurs in a digital environment. Some forms of cheating may be more likely to occur in a digital environment where digital mechanisms may make them more easily accessible, although conversely digital mechanisms are used to assist in detecting cheating (for example, through anti-plagiarism software and digital proctoring).
Digital learning resources	Digital materials included in the context of a course that support the learner's achievement of the described learning outcomes
Digital literacy	An individual's ability to use digital information and relevant technologies to find, evaluate, create and communicate information. This type of literacy requires cognitive and technical skills.

Digital poverty	The recognition that some students have less or inferior access to devices by which to engage with digital approaches to learning. This also extends to a lack of access to an internet connection with little or no bandwidth which would negatively impact the quality of their digital learning experience.
Digital proctoring	A term to describe a form of invigilation for digital examinations. This can be done through the use of artificial intelligence (for instance, using face or voice recognition) or through using staff to proctor via a real-time video link. This can encompass the term online proctoring.
Discussion board	A more formal digital communications space or platform where students (and staff) can discuss and share elements of their programme. The Board could be specific to a unit or course or a community of students. Discussion boards are often highly structured around a topic and are can be closely moderated to

	ensure that discussions are appropriate to that topic. Also see <i>discussion forum</i> .
Discussion forum	A less formal digital communication space which can be used to engage students or staff in a wider discussion on a number of topics or subjects. Often forums are less structured than discussion boards but require similar moderation to ensure that discussions remain appropriate. Also see <i>discussion board</i> .
E-book	A virtual book acquired digitally as an alternative to a physical book. This is usually accessed digitally through virtual or digital libraries and portals.
E-portfolio	Where students are required to develop a body of digital work or evidence in order to demonstrate their skills in a given area, for example, games design or digital media. As with physical portfolios, e-portfolios can consist of several different types of evidence such as documents, reflective logs, images, videos, websites, blogs.
Flipped learning	A pedagogical approach which provides detailed individual instruction to individual students placing the onus on them to use digital resources to gain understanding of content, concepts or theories related to learning outcomes. This happens outside of a physical space. Students are then invited into a virtual or physical space to articulate and discuss their findings and are guided by teaching staff to ensure that gaps in knowledge are filled and further enquires directed appropriately. This approach is designed to 'flip' the more didactic approach of lecture or tutorial-based instruction, followed by a more flexible approach to articulating what has been learned and any further enquiry.
Flexible learning	Using different modes of study and technologies of learning to enable students to manage their studies around other commitments and priorities and providing freedom of choice for learners of ways and times to learn, for example, through digital lectures or evening learning sessions.
Gamification	Method of teaching using games principles to enhance learning and engagement. This often involves the application of game-design elements and principles in non-game contexts, for instance, a set of activities and processes to solve problems by using or applying the characteristics of game elements. Often, this manifests as students being set, and completing, a series of tasks which contribute to reaching an overall goal. The aim of this approach is to maximise students' enjoyment and engagement through capturing their interest and inspiring them to continue learning.
Independent study/guided independent study	Study activity occurring outside lecture, seminar and other face-to-face activities with the teacher/lecturer. Usually involves reading and/or research undertaken by a student without the guidance of a member of teaching staff.
Lecture capture	Where a live lecture is recorded and is uploaded as a digital video or podcast for students to view, either in real-time or after the lecture has finished.
Massive open online courses (MOOCs)	Short digital courses that students complete digitally, as there is no requirement for any physical attendance at a provider. They are most often open to a wide audience and not limited to those students already registered with an institution. While often based

	on learning and teaching delivered as part of a degree programme, they are not necessarily component parts of a larger programme and, as such, students who complete these short courses often do not receive academic credit. However, some students, on successful completion of their short
	course, may be offered advanced standing for entry to a programme at the provider offering the MOOC which does carry academic credit.
Microlearning	Small learning activities to demonstrate a specific skill or focus on a knowledge gap or term.
Mobile learning	The use of mobile devices (for example, phones or tablets) in teaching and learning activity. This term can encompass more traditional learning activities (such as reading digital versions of journals) or less traditional activities such as engaging in virtual simulations.
Online labs	A term to describe ways of replicating activities in physical labs such as simulations, experiments, virtual reality field trips and lab casts which connect staff and students through live streaming.
Offline learning	Offline learning takes place when students who are studying on a digital programme are involved in learning activity that does not involve digital engagement, for example, a student producing non-digital forms of creative work.
Pedagogy first	An approach to the development of digital learning in which the pedagogical approaches to be taken in the delivery of the programme are placed at the forefront and regarded as a key driver in the programme development and design process.
Personalised learning	Personalised learning is an educational approach that aims to customise learning for each student's strengths, needs, skills and interests. Students can have a degree of choice in how they learn as compared to the face-to-face lecture approach.
Platform	In the context of e-learning, platform would normally describe the software infrastructure on which a <i>virtual learning environment (VLE)</i> is constructed.
Podcast	An audio file made available digitally, often a radio broadcast, which can be downloaded to a device.
Screen capture tool and screencast	Screen capture is software which allows a screenshot to be taken, annotated and edited. Screencast is a video recording of the screen on a person's device so that it can be shared with others. Audio or written explanatory commentary can be added.
Social learning	Social learning can be used to describe discussion board or forum participation, as well as any other groupwork activity that takes place digitally, where students discuss and learn from each other.
Synchronous learning	Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place (for example, some students may participate onsite while others may participate remotely, both at the same time).

Vodcast	A video file made available digitally, often a video version of a radio broadcast, which can be downloaded to a device. This term can also encompass Vlogs.
Virtual classroom	A digital environment provided through a virtual learning platform, which replicates the physical classroom in a virtual way, allowing tutors and staff to communicate, interact and engage synchronously in teaching and learning activities.
Virtual learning environment (VLE)	A Virtual Learning Environment (VLE) is an online platform for providing support for learning and teaching. The VLE can be used to host blended or online learning. City of Glasgow College uses Moodle and it is referred to as MyCity.
Webinar	A web-based learning or training activity, usually interactive, for example, a workshop or seminar. Webinars take place synchronously using video conferencing software, with participants taking part digitally. Webinars may be recorded and made available as a video for asynchronous viewing.

<https://www.qaa.ac.uk/docs/qaa/guidance/building-a-taxonomy-for-digital-learning.pdf>

https://lta.hw.ac.uk/wp-content/uploads/GuideNo14_Introduction-to-digital-education.pdf