## Learning and teaching terms and definitions for different modes of delivery

These definitions are for use by staff and students, and should reflect the content of module proformas and other formal descriptions of teaching activities at Swansea University. A table of terms and definitions is provided first, followed by examples of activities defined using those terms

**Definitions.** These apply to learning, teaching and academic mentoring unless otherwise stated

| Term | Also called | Definition | Detail + examples | Further info |
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| **Self-directed** | Asynchronous | "....does not occur in the same place or at the same time for a whole cohort" (QAA). Students learn at their own pace, normally using signposted materials. Not normally timetabled but time is allocated within a module. Educators not present but students may work in groups. | Prerecorded teaching Signposted activities + reading Independent study | QAA |
| Blended | | A mixture of live on campus and self-paced online activities | | |
| Contact Time | | Learning and teaching activity that is actively *facilitated* by an educator. Normally 2 hours per module credit (e.g. a 10 credit module has ~20 contact hours). Includes all live activity, along with facilitated online activity including office hours and scheduled academic mentoring. | Any teaching activity, oncampus or online incuding required, prerecorded activities where students engage using office hours, emails, discussion boards etc. | QAA; For HEIs For students |
| Face-to-Face | | May be online or on-campus. Normally happen live. | | |
| **On-campus** | In-person | Together in the same physical space, normally referring to educator and students but may also refer to student group work. Normally timetabled. | Includes in-person activities on non-SU sites such as placements and fieldwork | |

| Office hours | | "staff are available for consultation, one-to-one discussion, and so on" (QAA). Should be face-to-face. | Not compulsory for students | QAA |
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| **Online** | Remote | Educator and students are *not* together in the same physical space. May be live or self-directed. (QAA caution against use of the word 'online' but this has greater meaning for applicants and students) | | QAA |
| **Live** | Synchronous | Students are all undertake the same activity, at the same time, normally with an educator present and in a timetabled session. May be on-campus or online | Traditional teaching sessions on campus<br><br>Any *live* activity delivered online, e.g. streamed lectures, seminars or tutorials, supervision, feedback sessions | |

**Common teaching activities**

| Term | Definition | Mode of delivery | |
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| | | **On-campus** | **Online** |
| Academic Mentoring | Every student allocated a member of academic staff to act as an Academic Mentor (AM), providing academic and personal development, feedback on assessment, acting as point of contact for pastoral care and signposting to students services. Policy here | Timetabled meeting between AM and a student, either one-to-one or group sessions. Occur in AM's office or in a bookable room. Attendance is recorded. | As on-campus but via Zoom or other system |
| Active Learning | Learning enhanced by activities where learners engage actively with content (e.g. formative quizzes, reflection, group tasks and collaborative activities). Normally defined as 'not didactic'. SALT Resources here CPD course in canvas here Explanation of underlying theory here | Can take place in any teaching space. Appropriate technology may be used but not essential. | Can be facilitated using technology, for example as a live online teaching session using tools on Canvas. Zoom may be used to split students into rooms for discussion or collaborative activities. |
| Assessment | Allows students to demonstrate that they have met required learning outcomes. Formative assessments are informal assessments that are used to assist student learning, gauge student understanding and inform teaching practices. Summative assessments sum up what a student has learned in a module and count towards their final grade for that module; they can take many different forms, including end-of- | In-person assessments include timetabled exams in dedicated rooms, and also class tests, presentations, vivas and OSCEs, where students must be physically present for the assessment to take place. | MCQs, quizzes, short answer, fill-in-the-blank, true/false, multiple drop-down, multiple answer, matching, numerical answer, discussion boards, flash cards, puzzles, virtual labs, on-line presentations/vivas and exams (with lockdown browsers and/or remote proctoring). Others submitted via the VLE, such as |

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| | module exams or continuous assessments during the module. | | essays, presentations, projects, dissertations, portfolios, case-studies, reports, blogs or reflective writing, digital posters or media projects, mind maps. |
| Block teaching | Lectures, tutorials and other forms of teaching are provided in an intensive block. | Hosted in an appropriate teaching space and can include a range of activities either within a module or across the programme. | Hosted using appropriate technology. |
| Flipped Learning | A form of blended/active learning in which students engage with knowledge-based content (e.g. lecture material) in their own time rather than in the lecture theatre. This precedes a live interactive class<br><br>SALT Resources here | Prerecorded knowledge-based content on the VLE. Facilitated classroom-based activities include discussion with peers and problem-solving exercises | Both knowledge-based and interactive elements are delivered using appropriate technology via VLE. |
| Independent Study and Independent Learning | Independent learning places the responsibility for engaging with the curriculum, developing critical thinking skills and depth of understanding of the subject.<br><br>Independent study is expected in order for students to be able to demonstrate module learning outcomes to a high level, beyond the essential elements of the module, and should be facilitated by teaching staff. | Facilitated within live lectures and seminars, with recommendations for further reading, activities using reading lists, library materials and additional supporting material on the VLE | Faciliated remotely using the VLE and TEL tools |

| Seminar Groups | A timetabled discussion or classroom session consisting of a group of students subdivided from the main cohort. May also be workshop style and include active learning | The session is delivered on-campus in an appropriate teaching space | The session is delivered libe onlone using appropriate technology |
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| Socially Distanced Study Space | Designated study spaces on campus that students can use to study independently (adhering to current social distancing rules). | | |
| Study Groups | A discussion or classroom session consisting of a group of students from the same cohort where subject related content, transferable skills, academic development and employability is discussed in more depth. May cut across a number of modules, addressing programme learning outcomes. | Delivered on campus in an appropriate teaching space, timetabled, where attendance is monitored. | Online using appropriate technology e.g. Zoom etc, timetabled. Engagement is monitored. |