

UX@School- Glossary

This glossary aims to assist project partners in achieving a shared understanding of key project concepts. It is focus on different topics such innovative educational approaches, technologies and competences, digital education and inclusion. Additionally, it helps readers better understand the produced results.

Learning outcomes / learning attainments

The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

Source: UNEVOC/NCVER 2009, Global

Knowledge

The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of study or work.

Source: Cedefop, Glossary. Terminology of European education and training policy, (accessed 03/2023)

Achievements are the knowledge and skills that a person demonstrates at the end of learning.

They can be defined in advance (e.g. in professions, vocational training or qualification standards) or formulated during the development of any training program.

Source: doc. Dr. R. Pocevičienė
https://epale.ec.europa.eu/sites/default/files/mokymosi_pasiekimu_vertinimas.pdf

Competence

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

Source: Cedefop (2017). Defining, writing and applying learning outcomes: a European handbook.

orig. LT: Kompetencija – gebėjimas atlikti tam tikrą veiklą, remiantis įgytų žinių, mokėjimų, įgūdžių, vertybinių nuostatų visuma.

Competence is the ability to perform activities based on the totality of acquired knowledge, skills, values.

Source: Lietuvos švietimo įstatymas // The Law of Education of Republic of Lithuania

ICT Skills/digital competences

Digital competences involve confident and critical use of information society technology (ICT) in the general population and provide the necessary context (i.e. the knowledge, skills and attitudes) for working, living and learning in the knowledge society. Digital competences are defined as the ability to access digital media and ICT, to understand and critically evaluate different aspects of digital media and media contents and to communicate effectively in a variety of ICT influenced contexts.

Source: EU commission (Skills panorama) 2015, Europe

Knowledge of and reliable, critical and responsible use of digital technologies for learning, work and participation in society. These include, but are not limited to, information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), security (including digital well-being and cybersecurity-related competence), intellectual property issues, problem solving and critical thinking.

LT: Patikimas, kritiškas ir atsakingas skaitmeninių technologijų naudojimas mokymosi, darbo ir dalyvavimo visuomenės gyvenime tikslais ir jų išmanymas. Tai, be kita ko, gebėjimas naudotis informacija ir duomenimis, komunikacija ir bendradarbiavimas, gebėjimas naudotis žiniasklaidos priemonėmis, skaitmeninio turinio kūrimas (įskaitant programavimą), saugumas (įskaitant skaitmeninę gerovę ir su kibernetiniu saugumu susijusią kompetenciją), su intelektine nuosavybe susiję klausimai, problemų sprendimas ir kritinis mąstymas.

Source: Erasmus+ EU programme for education, training, youth and sport, <https://erasmus-plus.ec.europa.eu/lt/programme-guide/part-d/glossary-common-terms>

Basic skills

The skills needed to live in contemporary society, e.g. Literacy and numeracy: listening, speaking, reading, writing and mathematics.

Basic skills: literacy, mathematics, science and technology; these skills are classified as general abilities.

LT: Baziniai įgūdžiai: raštingumas, matematika, gamtos mokslai ir technologijos; šie įgūdžiai yra priskiriami prie bendrųjų gebėjimų.

<https://erasmus-plus.ec.europa.eu/lt/programme-guide/part-d/glossary-common-terms>

Basic digital skills

Set of skills that enable individuals to understand how technology can support communication, creativity and innovation, and be aware of their opportunities, limitations, effects and risks.

Basic digital skills allow a basic ability to use digital devices and online applications (for instance to access, filter and manage information, create and share content, communicate and collaborate), and are considered a critical component of a new set of literacy skills in the digital era, with reading, writing, and numeracy skills.

Source: Council Recommendation of 22 May 2018 on key competences for lifelong learning. 2018/C 189/01.

Advanced digital skills

At the advanced spectrum of digital skills are the higher-level abilities that allow users to make use of digital technologies in empowering and transformative ways such as professions in ICT. Source: UNESCO (2018) Digital skills critical for jobs and social inclusion.

Key skills / key competences

The sum of skills (basic and new basic skills) needed to live in a contemporary knowledge society. Comment: in its Recommendation on key competences for lifelong learning, the European Commission sets out the eight key competences: – communication in the mother tongue; – communication in foreign languages; – competences in maths, science and technology; – digital competence; – learning to learn; – interpersonal, intercultural and social competences, and civic competence; – entrepreneurship; – cultural expression

orig. LT: Bendrosiose programose kompetencijoms tenka išskirtinis vaidmuo – jų išsiugdymas būtinas kiekvieno asmens tobulėjimui, socialinei įtraukčiai, darniai gyvensenai, aktyviam pilietiškumui, pasirengimui asmeniniu indėliu prisidėti prie Lietuvos, Europos ir pasaulio pažangos, darnaus vystymosi. Kompetencijos – asmens ugdymo(si) Bendrosiomis programomis rezultatai, rodantys nuosekliai įgyjamą dvasinę, kognityvinę ir fizinę brandą. Kiekviena kompetencija apibrėžiama atsižvelgiant į jos specifiką ir savitumą.

Competences have a special role in the general programs - their development is necessary for the development of each person, social

inclusion, harmonious lifestyle, active citizenship, preparation with a personal contribution has contributed to the progress and sustainable development of Lithuania, Europe and the world. Competences - the results of personal education in general programs, showing the consistently acquired spiritual, cognitive and physical maturity. Each competence is defined taking into account its specificity and uniqueness.

Source: Švietimo portalas//Education portal in Lithuania

<https://www.emokykla.lt/bendrosios-programos/kompetencijos>

Hard skills

Specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way. Possessing a hard skill needs mastery and expertise within the individual to perform a specific task or series of tasks to complete a job.

Soft skills

Term used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to 'hard' skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.

Digital literacy

The ability to access, manage, understand, integrate, communicate, evaluate, create, and disseminate information safely and appropriately through digital technologies. It includes competences that are variously referred to as information literacy, media literacy, computer, and ICT literacy. Digital literacy involves a dimension of active and civic engagement with the digital world, promotes active citizenship⁵³⁴ and is part of being digitally competent.

Source: Joint Research Centre (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use. Luxembourg: Publications office of the European Union

Digital inclusion

Activities necessary to ensure that all individuals and communities, including the most disadvantaged ones, can contribute to and benefit from the digital transformation. It requires strategies and investments to reduce and eliminate historical, institutional and structural barriers to access and use of technology⁵³⁰. Concerning digital education, it centres around leveraging digital tools to widen access and enhance the quality of teaching and learning for the purpose of delivering a fair and equitable education.

Sources:

Digital strategy on digital inclusion 530 European Commission (2019). Digital Inclusion & Web Accessibility in the European Union: Essential for some, useful for all. Luxembourg: Publications Office of the European Union.

European Commission (2021). Enhancing learning through digital tools and practices: how digital technology in compulsory education can help promote inclusion : final report, Luxembourg: Publications Office of the EU.

Social competences

Social competences mean the willingness and ability to live and shape social relationships, to grasp and understand benefits and tensions, and to engage and communicate rationally and responsibly with others. This includes, in particular, the development of social responsibility and solidarity.

Source: OECD, Pisa, 2005

Assessment of learning outcomes

The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.

Source: European Commission, EU Science Hub

Transferability of learning outcomes

The degree to which knowledge, skills and competences can be used in a new occupational or educational environment, and/or to be validated and certified.

Source: European Commission, EU Science Hub

Formal learning

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal

learning is intentional from the learner's point of view. It typically leads to validation and certification.

Source: CEDEFOP 2008, Europe

orig. LT: Formalusis švietimas - švietimas, vykdomas pagal Lietuvos Respublikos teisės aktų nustatyta tvarka patvirtintas ir įregistruotas švietimo programas, kurias baigus įgyjamas pradinis, pagrindinis, vidurinis arba aukštasis išsilavinimas ir (ar) kvalifikacija arba pripažįstama kompetencija, reikalinga įstatymų reglamentuojamam darbui ar funkcijai atlikti.

Formal education - education carried out in accordance with the procedure established by the legislation of the Republic of Lithuania, approved and registered educational programs, upon completion of which primary, basic, secondary or higher education and/or qualification or recognized competence is required to perform a job or function regulated by law.

Source: Lietuvos švietimo įstatymas//The Law of Education of Republic of Lithuania

Non-formal learning

Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations. Through the recognition, validation and accreditation process, non-formal learning can also lead to qualifications and other recognitions.

Source: UIL, UNESCO GUIDELINES for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning, 2012

Orig. LT: Neformalusis švietimas – švietimas pagal įvairias švietimo poreikių tenkinimo, kvalifikacijos tobulinimo, papildomos kompetencijos įgijimo programas, išskyrus formaliojo švietimo programas.

Non-formal education - education according to various programs for meeting educational needs, improving qualifications, acquiring additional competence, excluding formal education programs.

Source: Lietuvos švietimo įstatymas

Informal learning

Acquisition of knowledge, know-how, information, values, skills and competences in the framework of daily activities – work, family or leisure

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– which are not explicitly designated as learning activities in terms of objectives, time or learning support.

Source: Cedefop, Glossary. Terminology of European education and training policy, (accessed 03/2023)

Subject/subject area

A branch of knowledge organised as a discrete learning discipline and taught in a systematic way over time. Other terms often used interchangeably include teaching subject, academic subject, academic discipline, and study area.

Source: UNESCO International Bureau of Education, Glossary of curriculum terminology, 2013

Curriculum

A Curriculum refers to the lessons and contents which are taught in schools. It lists knowledge and skills students are expected to learn which includes learning standards and units teachers have to teach at schools. Often teachers develop their own curriculum to improve and refine the default curriculum.

orig. LT: Ugdymo turinį sudaro tai, ko mokoma ir mokomasi, kaip mokoma ir mokomasi, kaip vertinama mokinių pažanga ir pasiekimai, kokios mokymo ir mokymosi priemonės naudojamos.

Ugdymo turinys kuriamas numatytiems švietimo tikslams įgyvendinti. Konkretus ugdymo turinys kuriamas ir sistemingai atnaujinamas atsižvelgiant į atitinkamos grupės ar tipo mokyklai keliamus ugdymo, mokymo ir studijų tikslus, besikeičiančios socialinės ir kultūrinės aplinkos lemiamus Lietuvos visuomenės poreikius, vietos ir mokyklos bendruomenės reikmes, taip pat mokinių ir studentų turimą patirtį, ugdymosi poreikius ir interesus.

The educational content consists of what is taught and learned, how it is taught and learned, how students' progress and achievements are assessed, and what teaching and learning tools are used.

Educational content is created to fulfil the intended educational goals. Specific educational content is created and systematically updated taking into account the educational, teaching and study goals set for the relevant group or type of school, the changing social and cultural environment, the decisive needs of Lithuanian society, the needs of the local and school community, as well as the experience, educational needs and interests of pupils and students.

Source: Lietuvos Švietimo įstatymas// The Law of Education of Republic of Lithuania

Learning to learn

Learning to learn skills requires firstly the acquisition of the fundamental basic skills such as literacy, numeracy and ICT skills that are necessary for further learning. Building on these skills, an individual should be able to access, gain, process and assimilate new knowledge and skills. This requires effective management of one's learning, career and work patterns, and, in particular, the ability to persevere with learning, to concentrate for extended periods and to reflect critically on the purposes and aims of learning. Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt. Individuals should be able to organise their own learning, evaluate their own work, and to seek advice, information and support when appropriate.

Inclusive education

UNESCO defines inclusive education as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. (Source: UNESCO 2009). Inclusive schools are based upon a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all 31 children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society.

Source: UNESCO 1994.

Inclusive education means quality education for every student. This is very clearly reflected in the Good School concept. It is appropriate to associate inclusive education with personalised education of each student, which corresponds to the educational strengths and needs of each child. Inclusive education includes the areas of educational content, teacher training, support for the student, teacher, school, assessment, and organisation of education.

The legal documents regulating the education of students with special educational needs create favourable conditions for each student to be

educated according to their needs and capabilities in general education schools, ensuring educational assistance, equal opportunities and access to education.

Source: National Education agency (NŠA)

Project-based learning

A process that fosters learners' engagement in studying authentic problems or issues centred on a particular project, theme, or idea. Often the term 'project-based' is used interchangeably with 'problem based', especially when classroom projects focus on solving authentic problems. The nexus for the project may be suggested by a teacher, but the planning and execution of contingent activities are predominantly conducted by learners working individually and cooperatively over many days, weeks, or even months. This process is inquiry-based, outcome-oriented, and associated with conducting the curriculum in real-world contexts rather than focusing on a curriculum that is relegated to textbooks or rote learning and memorization. Assessment is commonly performance based, flexible, varied, and continuous.

Source: Adapted from: Kridel 2010.

Distance Education

Distance Education is a process of teaching and learning characterised by the separation of teacher and learner in time and/or place for most of the educational transaction, mediated by technology for delivery of learning content but with possibility of face-to-face interaction for learner-teacher and learner-learner interaction, and provision of two-way didactic communication. Distance is about the transactional distance and not the physical distance. It is a conceptual construct with two key dimensions: structure and dialogue. Programmes with more structure and less dialogue are considered to have more distance.

Source: COL, Open and distance learning: key terms and definitions, 2015 (revised 2020)

E-learning platform

An e-learning platform is a system which provides integrated support for the six activities—creation, organisation, delivery, communication, collaboration, and assessment—in an educational context.

Source: OVGU 2009: Document-Oriented E-Learning Components

Service Learning

Service-learning is a teaching and learning methodology which fosters civic responsibility and applies classroom learning through meaningful service to the community. The strongest service-learning experiences occur when the service is meaningfully immersed in ongoing learning and is a natural

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part of the curriculum that extends into the community. Service-learning is an essential strategy in providing a rigorous and relevant curriculum which will prepare students to succeed in the 21st century.

Source: Wisconsin Department of Public Instruction, Jill K. Underly, PhD, State Superintendent

Blended Learning

a way of learning that combines traditional classroom lessons with lessons that use computer technology and may be given over the internet.

Source: © Cambridge University Press & Assessment 2023

Digital education

Digital education is the innovative use of digital tools and technologies during teaching and learning, and is often referred to as Technology Enhanced Learning (TEL) or e-Learning. Exploring the use of digital technologies gives educators the opportunity to design engaging learning opportunities in the courses they teach, and these can take the form of blended or fully online courses and programmes.

Source: The University of Edinburgh. Institute for academic development. (2018). "What is digital education?"

Educational Technology

Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.

Source: USA, Association for Educational Communications and Technology, 2008: Educational technology: A definition with commentary

The Flipped Classroom

The flipped classroom is an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom.

Source: Bishop J. L., Verleger M. A. (2013). The Flipped Classroom: A Survey of the Research.

Personalised learning

Personalised learning is a complex activity approach that is the product of self-organisation (Sources: Chatti, M. A., Jarke, M., & Specht, M. (2010). The 3P learning model. Educational Technology & Society; Miliband, D. (2006). Choice and voice in personalised learning. In OECD (Ed.), Schooling for tomorrow: personalising education) or learning and customised instruction that considers individual needs and goals.

Source: Atikah Shemshack and Jonathan Michael Spector. (2020). A systematic literature review of personalised learning terms

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Open Educational Resources

In its simplest form, the concept of Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or licence fees.

Source: Neil Butcher, UNESCO. (2011). A Basic Guide to Open Educational Resources (OER).

STEM Education

STEM is an acronym for Science, Technology, Engineering and Math education. It is an interdisciplinary approach that helps students succeed in college and in their future careers. The focus of a STEM education is hands-on, problem-based learning.

Source: STEM Educational Research Center. "STEM Education defined".

Synchronous learning

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they are delivered would all be considered forms of synchronous learning.

Source: The Glossary of Education Reform. Synchronous learning

Formative Assessment

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Source: The Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS). (2018). Revising the Definition of Formative Assessment

Microlearning

Microlearning refers to the process of learning through bite-sized, well planned modules and short-term learning activities.

Source: Commonwealth of Learning. Introduction to Microlearning

MOOC (Massive Open Online Course)

In general, the structure of MOOC is conceived to promote autonomous learning with a number of resources in the form of videos, links, documents, and a space for debate and communication or we call it a forum. The characteristics of MOOC are massive, online, openness and free (sometimes and most of the time). Briefly, massive means it should allow access to a very large number of students, much larger than a face-to-face class, or a traditional online course. Online means the course is done remotely via the Internet and does not require physical attendance like in a classroom. This feature is essential for anyone from anywhere in the world with an Internet connection which means anybody can participate in these courses. Meanwhile, openness means the course should be open to everyone and should not require any prerequisites such as possession of a qualification or a level of performance in earlier studies.

Source: Hafiza Haron. (2019). THE PLATFORM OF MOOC (MASSIVE OPEN ONLINE COURSE) ON OPEN LEARNING: ISSUES AND CHALLENGES.

User Experience

The term user experience was invented by Donald Norman in 1988 and widely adopted by the design community since the early 90s when he joined the team at Apple, a cognitive scientist and usability engineer. Since then user experience design has been applied mainly in the development of products and services for the market. Through its application, customers' experiences when using such products or services are studied in order to improve their perception, use and satisfaction.

The International Organization for Standardization (ISO) defines user experience as:

“A person's perceptions and responses that result from the use or anticipated use of a product, system or service.”

UX Design

User experience (UX) design is the process design teams use to create products that provide meaningful and relevant experiences to users. This involves the design of the entire process of acquiring and integrating the product, including aspects of branding, design, usability and function.

Source: Interaction Design Foundation - IxDF. (2016, June 1). What is User Experience (UX) Design?. Interaction Design Foundation - IxDF. <https://www.interaction-design.org/literature/topics/ux-design>