

Key definitions relating to pedagogical approaches and delivery

Asynchronous communication

Communication that takes place between participants, typically online, but occurring at different times. Communication and interaction with the student take place over a period of time, and not simultaneously. Staff can pre-record / pre-prepare resources for students to access flexibly, ask questions about, and be responded to later.

Blended learning / Blended delivery

"Where the course has been designed and developed to include contact hours that take place online and face-to-face in order to fulfil the needs of the delivery".

In blended approaches, there is an integration of digital techniques (including both synchronous and asynchronous online communication with academics, delivery of learning materials and resources through web pages, email, seminars through conferencing or meeting software such as MS Teams) with face-to-face teaching so that learning outcomes and contact hours are achieved both online and in the classroom.

Distance learning / Distance delivery

"Where the learning experience has been designed in such a way that 100% of the contact hours are facilitated wholly online".

In distance delivery, the students do not need at any time to be physically present at an institution for their learning. Students engage with academic staff, learning resources and learning events typically online via virtual learning environments, meeting software, interactive seminars, and pre-prepared activities and resources. Activities can be asynchronous or synchronous.

Flipped learning

A pedagogical approach in which the conventional notion of classroom-based learning is inverted. Students are introduced to the learning material before class with the contact time then being used to deepen understanding through peer-discussion and/or facilitated problem-solving activities. This can be online or face-to-face.

Scaffolded instruction

A teaching methodology where tutors assist and guide students to support their engagement with, and the completion of, learning activities. This can be a tailored, structured approach to support an individual student or part of planned course-based framework and approach to offer support, feedback and direction through the academic levels to larger cohorts.

Social presence

The ways in which people are aware of others in the online space. Usually referring to the extent to which tutors and students feel a sense of connection online. This can be *actual* (people are engaging in the online space at the same time) or *perceptual* (students perceive the tutor to be present because of the tutor's online behaviours i.e. regular student feedback, live and asynchronous interaction to encourage engagement, and friendly language to enhance the students' sense of belonging).

Synchronous communication

Communication that occurs in real time between participants. This term can be used to describe interaction in both face to face physical classroom settings and online settings (e.g. Live tutorials, live group work, lectures and live questions and discussions)

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