



# Loyalist College Glossary of Educational Terms and Concepts Version 3

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## Revision History

Version	Date	Changes
3	April 10, 2019	Added three terms
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## Preamble

The purpose of this document is to act as a resource and reference for the understanding of common terms and concepts used in the Ontario College System. The terms are referenced from a variety of sources including the Ministry of Training, Colleges and University (MTCU), Loyalist College documents, respectable professional bodies and peer reviewed literature in academia. Where there is a range and/or some discrepancy in the accepted definitions of some terms, the suggested definition is one that best aligns with the college sector in general and Loyalist College, specifically.



## Curriculum Design/Delivery

### **Asynchronous online activity**

A general term to describe forms of education, instruction and learning that occur not only in different locations, but also at different times. For example, pre-recorded video lessons, email exchanges between faculty and students, online discussion boards and learning management systems that organize instructional materials and related correspondence. (<https://www.edglossary.org/synchronous-learning/>)

### **Authentic assessment**

Authentic assessment refers to the concept that learning be reflective of real-world demands as defined by current and relevant program learning outcomes. Learning involves the application of attitudes, skills and knowledge to resolve industry-based problems that exist in the chosen vocation. Assessment of outcomes is aligned and relevant to industry context and performance expectations. (Loyalist College Educational Philosophy, 2014)

### **Blended/hybrid course**

This is a course designed to combine both online and face-to-face teaching in any combination. (Tracking Online and Distance Education in Canadian Universities and Colleges: 2017, p37)

### **Competency**

A general statement that describes the desired knowledge, skills, and behaviours of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts. (Hartel and Foegeding, 2004)

### **Correspondence course**

A form of distance education where the primary delivery mechanism is by mail. Delivered asynchronously. All instruction is conducted at a distance.

### **Course Outline**

A relatively static document that outlines the core curriculum and assessment methodology of a course. The core of the document is comprised of the course learning outcomes and their associated elements of performance, the assessment methodology and weighting, prior learning assessment and recognition (PLAR), transferability/exemption considerations and program of study context (e.g. prerequisites). It is a contract between the students and the faculty that has been approved by the Dean or alternate who is responsible for the program.



## **Curriculum**

Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning (<https://www.edglossary.org/curriculum/>)

## **Distance Education**

Distance education courses are those where no classes are held on campus - all instruction is conducted at a distance. (Tracking Online and Distance Education in Canadian Universities and Colleges: 2017, p6)

## **Face-to-Face course**

This is a course where all classes are held on campus.

## **Flexible delivery**

A face-to-face course that is delivered in a format other than over a 14-week semester. For example, general education (GNED) recovery courses offered during reading week in an intensive format.

## **Laddering**

A generalized term that refers to access and articulation with other programs, credentials or institutions. The learning outcomes of a credential or program are thoughtfully compared and aligned to other educational possibilities that support admission to an advanced credential with potentially credit and/or advanced standing.

## **MOOC**

This is a massive, open online course. The key features are:

- No fee (except possibly for an end of course certificate)
- The courses are open to anyone: there is no requirement for prior academic qualifications in order to take the course
- The courses may or may not result in a credit

(Tracking Online and Distance Education in Canadian Universities and Colleges: 2017, p41)

## **Online course**

A form of distance education where the primary delivery mechanism is via the internet. This could be delivered synchronously or asynchronously. All instruction is conducted at a distance. (Tracking Online and Distance Education in Canadian Universities and Colleges: 2017, p10)



## **Outcomes**

Learning outcomes set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before the end of the course or program. Learning outcomes are inter-related and when viewed as a whole, they identify what students will be able to do at the completion of a period of study.

(<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>)

## **Open Educational Resources (OER)**

Free and openly licensed educational materials that can be used for teaching, learning, research, and other purposes. ([https://wiki.creativecommons.org/wiki/What\\_is\\_OER%3F](https://wiki.creativecommons.org/wiki/What_is_OER%3F))

## **Pathway**

The route(s) available to a student for additional credits/credentials as they progress through their studies.

## **Scaffolding**

Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. These supports are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed.

(<https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/>)

## **Syllabus**

A detailed document that outlines a wide variety of information. This could include information such as the expectations for the students, general rules, policies, instructions, sequence of instruction, assignments, projects, due dates and assessment criteria (e.g. rubrics). This document can be customized from offering to offering of the course.

## **Synchronous online activity**

A general term used to describe forms of education, instruction and learning that occur at the same time, but not in the same place. For example, video conferences, webinars, chat-based online discussions and lectures that are broadcast at the same time they are delivered. (<https://www.edglossary.org/synchronous-learning/>)

## **Virtual Excursions**

A primarily passive virtual experience where an individual is transported to a specific time or place using web based video, images and other media.



### **Virtual learning environment**

A customized game-based or avatar-based learning experience, constructed to support and enhance student achievement of specific course learning outcomes. Can be both VLE and Virtual Reality (VR).

## Demographics

### **First-generation**

Students who are the first in their families to attend a college, university or apprenticeship program.

## Ministry Terminology

### **AODA**

An acronym for the Accessibility for Ontarians with Disabilities Act. This law, which came into effect in 2005, applies to both the public and private sectors in the Canadian province of Ontario.

### **CQAAP**

College Quality Assurance Audit Process - The CQAAP is an institutional level process that involves the regular and cyclical review of each college's quality assurance mechanisms. The standards provide the framework for Ontario's colleges in assessing the extent to which their quality assurance mechanisms meet the established standards. Its purpose is developmental and its intent is to ensure continual improvement.

(<http://www.ocqas.org/quality-assurance/about-cqaap/>)

### **EES**

Essential Employability Skills are skills that, regardless of a student's program or discipline are critical for success in the workplace, in day-to-day living, and for lifelong learning (from MTCU Framework for Programs)

### **GNED**

General Education courses are courses that strengthen student's generic skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics with broad-based personal and/or societal importance. Three to five discrete courses are required for Ontario College Diploma and Advanced Diploma programs. (from MTCU framework for programs of instruction)

### **PQA**

Program Quality Assurance is a college-level process mandated by the Ontario College Quality Assurance Service (OCQAS) to systematically and regularly review academic programs to ensure quality assurance mechanisms are in place and are utilized.



## Program Standard

Program standards apply to all similar programs of instruction offered by publicly-funded colleges across the province. The development of program standards by the Ministry first started in the 1990s to bring more consistency to college programming, broaden the skills of college graduates to include essential employability skills and provide accountability for the quality and relevance of college programs.

Each program standard for a postsecondary program of instruction includes the following elements:

- Vocational learning outcomes (the vocationally specific learning outcomes which apply to the program in question),
- Essential employability skills\* (the essential employability skills learning outcomes which apply to all programs of instruction), and
- General education requirement (the requirement for general education in postsecondary programs of instruction). (<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>)

In the absence of enough similar programs to establish a program standard, a program description is developed and submitted to the Credential Validation Service (CVS) to validate the proposed program outcomes against the credential level that is applied for (e.g. diploma).

## STEAM

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. (<https://educationcloset.com/steam/what-is-steam/>)

## STEM

A precursor to STEAM, educational approach to learning that uses Science, Technology, Engineering and Mathematics to encourage an interest in these areas.

## Experiential Learning

### Applied Project

With the guidance of a faculty member or members, students partner with a variety of business and industry organizations to engage in projects to solve real-world industry challenges. These projects have a defined scope and defined outcome.

### Apprenticeship

A skilled trades training program in which apprentices spend 85–90% of their time training on the job with qualified skilled workers and the remaining 10–15% on classroom or online training, generally completing two to three levels of schooling over the course of a two-to-five-year apprenticeship. (taken from Ontario's Apprenticeship Strategy, 2018) (<https://www.ontario.ca/page/stronger-apprenticeship-system-ontario-ontarios-apprenticeship-strategy#section-9>)



### **Badging (digital Badging)**

A digital representation of a skill, learning achievement or experience. Badges can represent competencies and involvements recognized in online or offline life. Each badge is associated with an image and some metadata. The metadata describes what the badge represents and the evidence used to support it. (eCampusOntario)

### **Clinical**

Similar to a placement or practicum experience but is often a term associated with the health or human service field e.g. clinical placement in a nursing program.

### **Co-curricular Record**

A co-curricular record and transcript (CCR/T) program provides an official document validating a student's achievement and involvement through a specific post-secondary institution's defined Co-Curricular programming.

Co-Curricular programming provides students with diverse opportunities to engage in activities identified as fostering lifelong learning through personal growth and development, developing employability skills and enhancing transferable skills beyond what is recognized on the student's academic transcript.

### **Co-op**

A work placement that has been developed or approved by the eligible educational institution where the student must be engaged in productive work during the placement and not be just an observer. The work placement is:

- at least 10 weeks and up to 4 months
- the student is paid for the work performed during the placement
- the employer supervises and evaluates the student's job performance during the placement
- the educational institution monitors the student's progress in the work placement.

(adapted from <https://www.fin.gov.on.ca/en/bulletins/ct/4014.html#qlfyg>)

### **Experiential learning**

Experiential learning covers a wide range of activities that lead to new knowledge, skills and abilities from the intentional application of classroom learning in a real or simulated workplace or professional practice setting. Clearly defined learning outcomes guide students to actively engage in creating knowledge and critically reflecting on their experiences, allowing them to understand how to transfer their knowledge and skills to future endeavours. (adapted from the University of Guelph's [Experiential Learning Task Force](#) and MAESD's Guiding Principles for Experiential Learning)

<https://www.uoguelph.ca/experientiallearning/projects/past-projects/inventory-2017-2018/experiential-learning-definition-and-criteria>

### **Placement/Practicum**

Placements/practicums are field experiences that allow a student to observe and document how working professionals perform their job responsibilities. Students will also participate to a limited extent in performing



tasks under supervision by program professors and on-site staff. It is typical for students to receive the expectations and requirements of the practicum either through a previous or concurrent course separate from placement in the program of study or within the parameters of the course that is housing the placement experience.

(<https://www.bestcounselingdegrees.net/faq/what-is-the-difference-between-a-practicum-and-an-internship/>)

### **PLAR**

Prior Learning Assessment and Recognition is a set of processes that allows individuals to identify, document, be assessed and gain recognition for their prior learning. The focus is on the learning rather than the context of the learning. Knowledge, skills and attitudes gained from life experiences may be formal, informal and non-formal. PLAR processes may serve several purposes including credit/advanced standing at an academic institution, licensure, employment, career planning, recruitment and personal development.

Source: CAPLA Quality Assurance in RPL (2015)

### **Work-Integrated Learning**

Work-integrated learning is a pedagogical practice whereby students come to learn from the integration of experiences in educational and workplace settings (Billett, 2009).

[http://www.heqco.ca/SiteCollectionDocuments/HEQCO\\_WIL\\_Guide\\_ENG\\_ACC.pdf](http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf)

## **Loyalist College Terminology**

### **Cluster-Based**

A market driven approach that is responsive to the needs of a regional concentration of interconnected companies, institutions sectors, and industries, is delivered through a broad, multi-disciplinary learning environment, and contributes directly to the local economy.

### **Academic Clusters**

A broad, interdisciplinary learning environment that is responsive to the needs of a regional concentration of interconnected companies, institutions sectors, and industries, and contributes directly to the local economy.

### **Graduate Attributes**

Five sets of skills and competencies - Citizenship and Global Responsibility, Indigenous and Cross-Cultural Understanding, Entrepreneurship and Technology, Health and Wellness, and Ecological Literacy – that students will acquire through engagement a cross the entirety of the broader learning environment of the College. Some elements will be acquired through program learning outcomes in accordance with understood teaching and learning principles. Other elements will be acquired through co-curricular activities, which will be monitored through a tracking process that will encourage student self-reflection. Some students will bring with them experience addressing elements of the Graduate Attributes. We will help them to identify their connections through Prior Learning Assessment and Recognition (PLAR).