

GLOSSARY OF TERMS RELATED TO ODL

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From the website of the British Learning Association (Incorporating the British Association for Open Learning (BAOL) and the Forum for Technology in Training)
www.british-learning.com/home.htm

With additions from the CEDEFOP Training Village e-Learning glossary:
www.trainingvillage.gr/etv/Projects_Networks/Elearning/glossary/default.asp
Ralph Johnson <http://st-www.cs.uiuc.edu/users/johnson/frameworks.html>
Berger and Kam www.umich.edu/~ed626/define.html
Eva Kaplan-Leiserson <http://www.learningcircuits.org/glossary.html>
(ISO 9000:2000)

Accessibility A characteristic of technology that enables people with disabilities to use it. For example, accessible Websites can be navigated by people with visual, hearing, motor, or cognitive impairments. Accessible design also benefits people with older or slower software and hardware.

Accommodative process Where learning is based on the process of developing new information and uses the new knowledge instead of the existing knowledge [to revise the knowledge the learners have].

Adult Education Teaching and learning that emphasises the principles of adult learning, also known as andragogy.

Andragogy The art and science of helping adults to learn. A theory introduced by Malcolm Knowles emphasises that adults are self-directed and expect to take responsibility for decisions. Adult learning programmes must accommodate this fundamental principle.

Assimilative process Where the learning process is based on incorporating new information to existing knowledge [to broaden the knowledge the learners already have].

Asynchronous Learning A learning programme that does not require the learner and instructor to participate at the same time. Typically self-paced online tutorials. Learning in which interaction between teachers and students occurs intermittently with a time delay. Examples are self-paced courses taken via the Internet or CD-ROM, Q&A mentoring, online discussion groups, and email.

Accreditation Accreditation is the formal recognition by external and/or independent body. (See Accredited learning)

Accredited learning Programmes and courses that are independently reviewed and endorsed for the purpose of helping to establish that the learning offered is of a certain level of quality. Accredited learning most often leads to a recognised award or qualification.

Audio The medium of delivering information to learners through sound.

Authoring Where developers assemble media components to make programmes, using a tool called an authoring system.

Authoring System or Authoring Tool A software application or program designed for use by a non-computer expert to create training/learning products. An authoring system/tool does not require programming knowledge or skill to operate. It enables non-programmers to create electronic learning programmes. Types of authoring tools include instructionally focused authoring tools, Web authoring and programming tools, template-focused authoring tools, knowledge capture systems, and text and file creation.

Bandwidth The amount of data that can be passed along a communications channel in a given period of time.

Broadband The common term for high speed Internet connection. It can transmit or download information up to 40 times as fast as a standard telephone and modem, and is permanently connected online.

Benchmarking A standard used for making comparisons with other organisations or against criteria, to help identify strengths, weaknesses and areas for improvement.

Blended Learning A combination of traditional face-to-face classroom based training/learning and open, flexible, distance and electronic forms of learning.

Basic Skills The ability to read, write and speak in the language of one's society, and to use mathematics at a level necessary to function and progress at work and in society. Also known as 'Core Skills'.

Bespoke Learning Materials Materials that are designed and tailored to meet an organisation's specific learning needs and outcomes.

CD-ROM - Compact Disk Read Only Memory. A disc that can store large quantities of text, audio, video and graphic information, commonly used for interactive learning.

Change Management The process of managing change effectively at organisational and personal level.

Chat Communication between members of an online service using text. The messages are sent between members in real-time as in a conversation by typing in short statements

Classroom Training Any training, teaching or learning that takes place between the student and facilitator face-to-face.

Collaborative learning or Computer Supported Collaborative Learning [CSCL] is based on learning through personal or social interaction amongst learners. The model is designed to help students to share goals, exploit learning materials and achieve deeper levels of understanding and knowledge built by the social construction of meanings and knowledge. Students work collaboratively or cooperatively in teams. The learning process is a negotiation process between the learners.

Community-centred environments Educational settings in which learners develop a sense of community, being interdependent and are enhanced by social interactions and norms that value the search for understanding. This type of environment is similar to a real community of practice, where there are common goals and where everyone attempts to collaborate to achieve those goals.

Competencies A list of knowledge, skills and attributes that are required for job performance. They are used as the foundation to guide training needs analysis and evaluations.

Computer Based Learning/Training An umbrella term for the use of computers in both instruction and management of the teaching and learning process. Training materials and content are delivered via software applications and run off of a CD-ROM or are installed on the learner's computer.

CAI (computer-assisted instruction) and CMI (computer-managed instruction) are included under the heading of CBT. Some people use the terms CBT and CAI interchangeably. (E-Learning Glossary, Compiled by Eva Kaplan-Leiserson)

Computer Managed Instruction (CMI) The use of a computer to manage the learning process, including testing and record keeping. See also LMS and LCMS.

Content Management Systems (CMS) Software application that streamlines the process of designing, testing, approving, and posting content on WebPages.

Constructionism The core idea of constructionism is an emphasis on thesis and tests. Favourite methods are simulations (what is wrong, what can be done) or how to construct a. ... (Ex. Lego has developed a CAD/CAM system, where models made of Lego can be controlled by computer programmes). Constructionism also prefers open assignments and direct feedback.

Constructionist learning means that the learner associates new knowledge with existing knowledge by combining concrete experiments with abstract principles. There is an exchange between concrete learning and abstract learning. Concrete learning combines elements of existing knowledge, thereby creating a network, whereas abstract thinking is used to understand and expand concrete

Constructive learning is based on the learners' active participation in problem solving and critical thinking connected with a learning activity, which they consider to be relevant and engaging.

Constructivism Is based on the constructive nature of creating knowledge in the frame of a learning event. Constructivism is based on an instructional approach that assumes that learning is a change in meaning constructed from the learner's experience, i.e. it is a process where individuals construct new ideas based on prior knowledge. The major concerns of constructivism are learning and construction of the knowledge process; this process is viewed as being subject to the learner's situation. Methods like discussion and collaboration among learners, focusing on case studies or project work, open-ended assignments linked to changing learning objectives or assignments constructed to reflect "real world" conditions are the most suitable.

The constructivist approach is usually dependant on communication amongst learners and direct feedback to the learner from other students and a teacher.

Continuing Education Education that is offered to those aged 21 or over, who wish to further their education and gain new skills and qualifications, or to build on existing ones.

Content Is about the content of the teaching, both the material but also the subjects.

Crisis management The act or practice of dealing with a crisis when it develops, and the attempt to limit the impact of an unforeseen problem

Curriculum A curriculum is the overall description of the content of a learning programme or a learning event. A curriculum describes preconditions of the learner, frames, objectives, content, learning process and evaluation. (The didactic competences)

Delivery Method - describes the way in which training is distributed to learners. It can be in the form of a printed workbook, video, audio tape, DVD, CD-ROM, classroom, game/activity and through the Internet.

Developer/ Designer the person who develops the ODL material

Digital Divide - where certain people and social groups risk being excluded from the Information Age. Also known as E-Exclusion.

Distance Learning Educational situation in which the instructor and students are separated by time, location, or both. Education or training courses are delivered to remote locations via synchronous or asynchronous means of instruction, including written correspondence, text, graphics, audio- and videotape, CD-ROM, online learning, audio- and videoconferencing, interactive TV, and facsimile. Distance learning does not preclude the use of the traditional classroom. The definition of distance education is broader than and entails the definition of e-learning. See Open And Flexible Learning.

Distributed Learning Using a wide range of information technologies to provide learning opportunities beyond the bounds of the traditional classroom, including the World Wide Web, email, video conferencing, groupware, simulations, newsgroups, distribution lists, chat rooms and instructional software. A distributed learning environment facilitates a learner-centred educational paradigm and promotes active learning.

Distributed learning can be implemented in various forms and scales. An instructional model allows instructor, students, and content to be located in different, non-centralised locations so that instruction and learning occur independent of time and place. The distributed learning model can be used in combination with traditional classroom-based courses, with traditional distance learning courses, or it can be used to create wholly virtual classrooms.

DVD (Digital Versatile Disc) An optical disc recorded on and read by laser, with a capacity to store even larger quantities of information.

E-book An E-book is an electronic edition of a textbook. An E-book will typically be constructed with both hypertext and text layers; it will contain different types of visual aides and good search facilities. E-books are an up and coming product. Right now the market for E-books is rather poor in most countries.

E-Learning (Electronic Learning) Learning with the aid of information and communications technology tools. It may encompass multiple formats and hybrid methodologies: the use of software, Internet, CD-ROM, on-line learning or any other electronic or interactive media (Cedefop, 2002). It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, and CD-ROM. E-Learning covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. (E-Learning Glossary, Compiled by Eva Kaplan-Leiserson)

E-mail (Electronic Mail) The exchange of information from one computer to another using software that is designed to send and receive the information.

E-Exclusion - See Digital Divide

E-Inclusion Overcoming the digital divide using systems developed to lessen the risk of 'e-exclusion'.

E-Commerce The process of buying and selling products and services over the Internet.

Evaluation - Any systematic method for gathering information about the impact and effectiveness of a learning event. Results of the measurements can be used to improve the learning offering, determine whether the learning objectives have been achieved, and assess the value of the learning event to the organization. Evaluations can vary from a narrow measure of the factual knowledge to a wider measurement of the learners' total development.

Face-to-face Communication is when learners meet with their teacher face to face.

Facilitator Another term used for trainer, instructor or teacher. In constructivist learning the facilitator advises the learner, stimulates and provokes the learner's critical thinking, analysis and synthesis.

Flexible learning Characterised as involving:

- No predefined progression
- Orientation to concrete problem solving
- A modular structure learning based around a theme
- A learning tradition based on "just in time"

Frameworks A framework is a reusable design expressed as a set of abstract classes and the way their instances collaborate using an object-oriented design. It is a reusable design for all or part of a software system; a user interface framework only provides a design for the user interface of a system (Ralph Johnson).

Firewall A software application that isolates part of a network e.g. a company's Intranet, to prevent it being publicly accessed.

Feasibility Studies Used for defining and assessing the viability of a new product or service that analyses expected performance objectives and provides a guide to implementation.

Generic Courseware Products and materials that have been developed to meet the needs of a wide and varied audience, rather than for a specific need for one organisation. E.g. basic skills, presentation skills, interview techniques, key skills etc. Also referred to as Off-The-Shelf.

Goal is the purpose with the act. The goals can be found in the paragraphs of the school and in proclamations of the national law and in the goals of different subjects. There are different opinions of, which values and knowledge the goals should reflect

HTML A language (code) used to create electronic documents, especially pages on the World Wide Web (WWW) that contain connections called hyperlinks. HTML tells a web browser how to display the Web pages it receives. (Sun Microsystems, eLearning Glossary)

Hypertext Hypertext consists of a basic text with horizontal links. The basic text can, in this way, give a short overview of the subject and by following the links the reader can get more information about specific themes.

Independent learning model Pedagogical model focused on self-directed learning controlled by the learner. It is based on the expectation that the students are able to guide themselves autonomously and define their own targets with support from the readings and tasks recommended by the teacher.

Informal learning Formal learning is a class, a seminar, a self-study course - everyone recognizes it as learning. Informal learning is over the water cooler, at the poker game, asking the guy in the next cube to help out, collaborative problem solving, watching an expert, or sharing a terminal

for e-learning. More than half of corporate learning is the informal kind.

Information and Communications Technology (ICT) The electronic storage, processing and presentation of information through a number of media.

Information and Learning Technologies (ILT) Technology that processes information to benefit learners and to improve learning.

Instructional Design Instructional Design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the entire process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities and tryout and evaluation of all instruction and learner activities (Berger and Kam)

Instructional Technology The theory and practice of design, development, utilisation, management and evaluation of processes and resources for learning.

Instructive programmes Instructive programmes are normally constructed as self-paced learning with very little need for tutoring during the learning process. The feedback is often contained within the programmes. Preferred approaches are:

- Programmed learning
- Training programmes
- Presentations and tests

Instructivism The instructional approach that assumes that learning is shaped by environmental conditions and that teaching is concerned with arranging the best external conditions that will lead to improvements in learners' reactions. Learning is viewed as a linear progression of knowledge; each new bit of content attaches to the previous one in small steps. Declarative and procedural knowledge are presented by the teacher using examples and rules and the learner is expected to master theoretical information and acquire routines by practicing.

Instructor Led Training Training mediated by a live instructor, such as classroom training or live classes over a web based conference system. Usually refers to traditional classroom training, in which an instructor teaches a class to a room of students. The term is used synonymously with on-site training and classroom training (c-learning) (also Instructor Led Teaching (ILT))

Integrated Publishing Learning materials that are integrated with one another. For example a CD-ROM that is supplemented by a workbook and a website.

Interactive Learning Engaging students in the learning process by giving them an active role in the way they learn. This can be achieved through the use of technology including; touch screens, DVD and video, 3D animation, whiteboards, CD-ROMs and the Internet.

Interlocutor One of the two persons engaged in a dialogic interaction.

Internet The means of providing access to the World Wide Web (www)

Internet based training Training delivered primarily by TCP/IP network technologies such as email, newsgroups, proprietary applications, and so forth. Although the term is often used synonymously with Web-based training, Internet-based training is not necessarily delivered over the Web, and may not use the HTTP and HTML technologies that make Web-based training possible.

Intranet A network owned by an organisation that functions like the public Internet but is secure

to outside access. It is used to disseminate information to employees, at their desktops. E.g. induction programmes and learning modules.

Just-in-case' Learning that you do when you may need the content later.

Just-in-time' Characteristic of e-learning in which learners are able to access the information they need exactly when they need it.

Key Skills A range of essential competencies needed in education, employment, lifelong learning and personal development in order to function efficiently at work and in society e.g. ability to communicate, understand and use basic maths, solve problems, basic knowledge of computers and information technology, to work effectively with others and to improve the ability to learn. See also Basic Skills

Knowledge-centred environments Educational settings focused on the kind of information and activities that help students to develop an understanding of subjects and topics in a specific area.

Knowledge management Capturing, organising, and storing knowledge and experiences of individual workers and groups within an organisation and making it available to others in the organisation. The information is stored in a special database called a knowledge base. (E-Learning Glossary, Compiled by Eva Kaplan-Leiserson).

Learner autonomy The extent to which it is the learner and not the teacher determines the goals, selects the learning experiences and chooses the appropriate time for assessment.

Learning A cumulative process where individuals gradually internalise more and more complex and abstract entities (concepts, categories, and patterns of behaviour or models).

Learning Centres A designated area in an office or a building where learning takes place using open and flexible methods to provide localised learning and support to learners whether in an organisation, college or local community.

Learner-centred environments Refer to educational settings that focus on the prior knowledge, beliefs, skills and attitudes that learners bring to the educational setting. Therefore, these environments emphasise cultural appropriateness and cultural relevance, paying attention to the cultures or subcultures of the learners, their mode of being and their cultural idiosyncrasies.

Learning Content Management System (LCMS) A web based administration programme that facilitates the creation, design, delivery and measurement of results of training, courses and unique learning objects. The software application allows trainers and training directors to manage both the administrative and content-related functions of training. They can also provide certification and tracking for individual learners who require specific knowledge. An LCMS combines the course management capabilities of an LMS (learning management system) with the content creation and storage capabilities of a CMS (content management system).

Learning environment Software designed as an all-in-one solution that can facilitate online learning for an organisation. Courses created within the learning environment can be tracked with the same capabilities of a learning management system (LMS), but the learning environment may not be able to track courses created outside of its system. Most learning environments also include an authoring capability for creating additional courses.

Learning Management System (LMS) Enables companies to plan and track the learning needs and accomplishments of employees, customers, and partners. They can link organisational goals

to employee jobs and competencies, provide a catalogue of available (and relevant) courses, books and training events, and deliver content in classroom-based or other learning formats. The LMS registers users, tracks courses in a catalogue, and records data from learners; it also provides reports to management. An LMS is typically designed to handle courses by multiple publishers and providers. It usually doesn't include its own authoring capabilities; instead, it focuses on managing courses created by a variety of other sources.

Learning Outcomes The outcomes expected of the learner once the learning experience has taken place. These include both the acquisition of skills, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

Learning Objects A reusable, media-independent chunk of information used as a modular building block for e-learning content. Learning objects are most effective when organised by a metadata classification system and stored in a data repository such as an LCMS. Also referred to as Reusable Learning Objects.

Learning Objective A clear and measurable description of learning, in terms of knowledge, skills and performance, expected of a learner, that can be observed after the learning has taken place in order to consider it a success.

Learning platform Internal or external sites often organized around tightly focused topics, which contain technologies (ranging from chat rooms to groupware) that enable users to submit and retrieve information.

Learning portal Any Website that offers learners or organisations consolidated access to learning and training resources from multiple sources. Operators of learning portals are also called content aggregators, distributors, or hosts.

Learning space An imaginary geography in which the learning enterprise flourishes. Mapped by market analysts and mined by consultants, this territory is a recent annexation to the business landscape.

Learning style A method a person uses for acquiring knowledge. Every person learns in his own unique way. A learning style is not what a person learns but how a person learns it based on their strengths, weaknesses and preferences.

Life cycle A progression through a series of differing stages of development.

Lifelong Learning Recently defined in a UK government Green Paper as 'the continuous development of the skills, knowledge and understanding that are essential for employability and fulfilment'. The concept is one where individuals and companies access learning anywhere, anytime, using methods most appropriate to them.

Logistics The method of actions how to transfer, distribute and deal with goods and products on the way from a producer to a customer.

M-Learning - mobile learning. Learning through mobile wireless devices such as palm computers and cell phones.

Marketing research The gathering and evaluation of data regarding consumers' preferences for products and services. The investigation of the market, collection of information and data useful for the following work with a product There are 2 types of marketing research:
- primary research (field research) - collecting of so far not available data

- secondary research (desk research) - collecting and organising of existing data for new purpose

Multimedia Learning technologies that integrate the different range of media - audio, video, animation, text, graphics etc - into a package that users can access or control from a computer.

Materials Adaptation Adapting existing learning materials to meet the needs of a specific learner or group of learners. For example materials that are suitable at a national level may need some adaptation or modification to meet the needs of learners at a local level.

Managed Learning Environments (MLE) Refers to the range of information systems and processes of an institution that contribute directly, or indirectly, to learning and the management of that learning.

Metacognitive knowledge Knowledge that involves strategic knowledge, knowledge of cognitive tasks and self-knowledge.

Metadata Data about data, which describes the content, quality, condition, and other characteristics of it. Information about content that allows it to be stored in and retrieved from a database.

Metatags An HTML tag identifying the contents of a Website. Information commonly found in the metatag includes copyright info, key words for search engines, and formatting descriptions of the page.

Mentored Learning A key feature of the overall learning experience where the learner works with a mentor. This is usually someone more experienced and more senior than the learner who is there to provide support, encouragement and guidance. With mentored learning the mentor will usually coach, facilitate, network and counsel their learners.

Mission statement A short written description of the aims of a business, charity, government department or public organization

Module A course can be divided into more modules. A module can be defined as a programme or as a curriculum.

Motivation Psychological construct describing an internal state or condition that serves to activate or energise behaviour and give it direction. Most psychologists believe that there are two types of motivation: intrinsic and extrinsic. The former has to do with an activity performed by an individual 'for its own sake'. Extrinsic motivation lies in external approval, reward or reinforcement.

Networked Learning Learning where one learner can engage with other learners, tutors and instructors, or where a learning community can engage with its learning resources, through computers. Interaction can occur in real or delayed time. Also referred to as Synchronous Learning.

Non-accredited learning Learning that is informal and doesn't lead directly to any form of external accreditation, award or qualification.

ODL Open and Distance Learning. ODL, combines the properties of open and flexible learning with those of distance learning.

Open and Flexible Learning (OFL) Giving learners choices on place of study, delivery mediums, pace of study, support mechanisms and entry and exit points in their learning. It can also include characteristics of distance learning.

Online Learning Delivering learning through networked computers either via the Internet or through a company Intranet.

Off-the-Shelf Products - See Generic Courseware

Organisational culture The general customs and beliefs, of a group of people who work together in a structured way for a shared purpose at a particular time.

Pedagogy The study or practice of the methods and activities of teaching and learning.

Performance Indicators Measures for assessing performance.

Pedagogical platform A pedagogical platform is a model that includes the following considerations:
- the pedagogical (how to teach - goals, aims and methods suitable for target group)
- the technological (what media to use that are suitable for the target group) and the technical (what equipment is best to use for the chosen methods and media),
- the organisational (resources and planning, development, management and maintenance of ODL).

Quality is defined as the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs and expectations (ISO 9000:2000)

Quality Assurance System A Quality Assurance System contains the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced.

Retention Rates The proportion of learners who either complete their course or continue on to the next stage. They tend to be calculated for those on learning programmes lasting at least 12 weeks.

Return on investment To produce or yield (profit or interest) as a payment for labour, investment, or expenditure.

Reusable Information Objects (RIOs) Collection of content, practice, and assessment items assembled around a single learning objective. RIOs are built from templates based on whether the goal is to communicate a concept, fact, process, principle, or procedure.

Reusable Learning Objects - See Learning Objects A collection of RIOs, overview, summary, and assessments that supports a specific learning objective. Materials are formatted in chunks to allow combination and modification during the learning process.

SCORM (Sharable Content Object Reference Model) A set of standards that, when applied to course content, produces small, reusable learning objects. A result of the Department of Defense's Advance Distributed Learning (ADL) initiative, SCORM-compliant courseware elements can be easily merged with other compliant elements to produce a highly modular repository of training materials.

Self-assessment An assessment of the learner or organisation carried out by themselves.

Self-paced learning In self-paced learning the content, learning sequences, pace of learning and possibly even the media are determined by the individual learner.

Self-knowledge Refers to understanding of one's strengths and weakness.

Soft Skills Non IT related skills such as leadership, negotiation, team building and listening.

Standards Parts of a learning objective that describe how well the learner will be expected to perform i.e. accuracy, speed and quality.

Structured course Programme with objectives predefined, readings and other learning tasks planned and communicated to students in advance.

SWOT analysis A way of identifying your Strengths (the power and advantages of the organisation) and Weaknesses (weak points of the organisation), and of examining the Opportunities (how to get new opportunities on the market) and Threats your organisation faces. Carrying out an analysis using the SWOT framework helps you to focus your activities into areas where you are strong and where the greatest opportunities lie.

Synchronous Learning/Instruction - See Networked Learning A real-time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. In this virtual classroom setting, the instructor maintains control of the class, with the ability to "call on" participants. In most platforms, students and teachers can use a whiteboard to see work in progress and share knowledge. Interaction may also occur via audio- or videoconferencing, Internet telephony, or two-way live broadcasts. (E-Learning Glossary, Compiled by Eva Kaplan-Leiserson)

SMEs Small and medium sized enterprises. Commonly defined as companies employing less than 250 people.

Target group A particular group of people at whom something is directed, or for whom it is intended.

Technology Based Training (TBT) The delivery of content via Internet, LAN or WAN (intranet or extranet), satellite broadcast, audio- or videotape, interactive TV, or CD-ROM. TBT encompasses both CBT and WBT.

Training An attempt to impose learning, often more at the convenience of the provider than the learner. (See vocational education and training)

Text layers Text layers comprise a basic text with vertical links. The basic text can be a definition, the second layer can be a broader explanation and the third and fourth layers can be examples. Text layers permit the learner to get more information on a specific theme by linking through the layers.

Traditional learning Traditional learning can be characterised as involving:

- Linear progression from the simple to the complex
- A knowledge based curriculum
- Learning tradition based on "just-in-case" knowledge
- Objectives defined in terms of the acquisition of knowledge

Training Needs Analysis The process of gathering and interpreting information to identify areas of personal and organisational performance improvement. Data is collected to answer the fundamental questions required for identifying training needs such as; who, what, when, why and how.

Tutor the person who use ODL materials in the teaching.

Unstructured course Programme not completely structured at the beginning; the characteristics and the needs of the students may lead to modifications during the running of the course. This is possible by increasing student-teacher interaction and it is facilitated by using a "reusable learning

objects" (RLO) approach, i.e., by developing materials formatted in small chunks to allow combination and modification during the learning process.

Vocational Training/Learning Learning that is started in order to help with current or future work.

Vocational education and training Any programme of training organised systematically in order to develop occupational skills and competences required by the exercise of a specific job.

Video Conferencing An arrangement where television monitors, cameras and microphones are linked together to enable two or more people in different locations to see, hear and speak to one another.

Virtual Campus Part of a university e.g. a faculty, that offers educational facilities at anytime and any place, through the Internet.

Virtual Learning Environment (VLE) An environment that may be used to support a range of learning contexts, from conventional classroom delivery, to off-line, distance learning and on-line learning, through the Internet.

Virtual University A university that has all its educational facilities on the Internet.

Verification Authentication or validation, usually in the form of accreditation of an organisation or part of an organisation's activities.

Web based training (WBT) Delivery of educational content via a Web browser over the public Internet, a private intranet, or an extranet. Web-based training often provides links to other learning resources such as references, email, bulletin boards, and discussion groups. WBT also may include a facilitator who can provide course guidelines, manage discussion boards, deliver lectures, and so forth. When used with a facilitator, WBT offers some advantages of instructor-led training while also retaining the advantages of computer-based training. (E-Learning Glossary, Compiled by Eva Kaplan-Leiserson)

Work based learning/training Learning or training that takes place while a person is employed. It is usually based on the needs of the individual's career and the employers. Learning can be formal (see Accredited learning) or informal such as a one day in-house course on PowerPoint.

Work packages A way of organizing the content of an ODL module. A work package includes: Specifications including clear instructions so that the learner knows exactly how to work with the material and the form of the evaluation. This also includes considerations about combinations of theory and practice, communication and feedback
One or more learning objects that contain materials and assignments for the learner to work with Supplementary material or references.

Working process Aspects the teacher and the learner choose to do during teaching, the background and what the argument for the different choices are. It is both the general and subject related considerations on the didactic level.

XML (Extensible Markup Language) The next-generation Webpage coding language that allows site designers to program their own markup commands, which can then be used as if they were standard HTML commands.