Jisc discovery tool glossary

| Term | Where used | Definition |
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| 2D or 3D design software | Generic questions | Software that enables people to produce 2D or 3D models often used in product design, engineering, animation or game design. |
| 3rd party content | Library and learning resources questions  Effective digital teaching | Content created, owned and licenced by someone else. Libraries and learning resources centres often have agreements or contracts with publishers to make 3rd party content accessible to staff and/or students for educational or research purposes. |
| Accessibility and diversity | Teacher questions | The ability to adapt your teaching to learners’ different needs, taking into account how digital tools such as assistive technologies and adaptive interfaces can help overcome barriers to access. You should also be aware of how a reliance on digital devices can introduce new barriers to inclusivity (eg digital poverty). In general, you should be aware of your responsibilities for access and inclusion, and know that digital tools can support you in meeting them. |
| Accessibility and effective working | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and effective working is about making sure you are aware of accessibility and inclusion issues that relate to your job role/s. This includes being aware of your own and others’ needs in relation to using digital tools and resources effectively. It is also about knowing how your organisation supports inclusion and the contribution you can make. |
| Accessibility and inclusion | Library and learning resources questions  Accessibility and inclusion questions  Effective digital teaching | Accessibility and inclusion is the ability to adapt your services and support for staff and learners’ different needs, taking into account how digital tools such as assistive technologies and adaptive interfaces can help overcome barriers to access. You should also be aware of how a reliance on digital devices can introduce new barriers to inclusivity. In general, you should be aware of your responsibilities for accessibility and inclusion, and know that digital tools can support you in meeting them. |
| Accessibility and problem solving | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and problem solving is about how accessibility and inclusion issues can impact on the way you and others use data and technologies to solve work related problems. It includes considering barriers to creativity and innovation as well as knowing how to make data accessible and usable. |
| Accessibility and producing content | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and producing content is about being aware of accessibility and inclusion aspects of different kinds of materials produced in your work role. It is about making sure that content produced for colleagues, students or external consumption is technically, legally and intellectually accessible. It is also about making sure you are aware of, and can comply with, the EU directive on accessibility for websites and mobile apps. |
| Accessibility and relationships | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and relationships is about making sure you consider issues of accessibility and inclusion when communicating or working with others. This includes being aware of the technical accessibility of any communication or collaboration platforms and understanding what makes good practice in all digital communications. It also includes using inclusive language. |
| Accessibility and resources | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and resources is about knowing how accessibility and inclusion issues can impact on how you or others can find, use and manage online content. This includes knowing what makes resources technically, legally and intellectually accessible and being able to evaluate the accessibility of found content. |
| Accessibility and self development | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and self development is about reflecting on what you can do to develop your personal and professional capability around accessibility and inclusion. It includes thinking about how accessibility and inclusion impacts on your own wellbeing and digital identity. It is about identifying any training or support needs that you have. |
| Accessibility and supporting others | Accessibility and inclusion questions | One of the element headings in the Accessibility and inclusion question set.  Accessibility and supporting others is about being aware of different preferences and needs when people use content, tools or services provided by your institution. It can be about supporting people directly in their work or learning or signposting them to appropriate support. |
| Accessibility guidelines | All question sets | Standard guidelines such as the Web Content Accessibility Guidelines (WCAG) which provide international standards for making web content accessible to meet the needs of individuals, organisations and governments. |
| Accessibility regulations  See  Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 | Accessibility and inclusion questions |  |
| A11y | Accessibility and inclusion questions | Numeronym abbreviation commonly used for Accessibility, where the number 11 refers to the number of letters omitted. |
| ALT tag | Generic questions  Accessibility and inclusion questions | ALT stands for ‘Alternative text’. Also known as ‘alt attributes’ or ‘alt descriptions’. ALT descriptions are an important element of web accessibility. They can be assigned to images (through an HTML code) so that people using screen readers can have a description read to them. A range of people use screen readers such as the visually impaired or dyslexic people. |
| Alternative technologies | Accessibility and inclusion questions | Usually means tools, apps or services that are available outside the institution. Some institutions may restrict their use. Could also mean finding alternatives to popular technologies to improve accessibility or options (eg if they are easier to use, more adaptable) |
| Amplifying messages | Generic questions | Increasing the range and spread of messages, typically using social media. Institutions will aim to amplify their messages to extend their reach and attract students. Educators may be interested in enhancing their professional online presence through efforts to amplify their practice or publications. |
| App/Apps | All question sets | Short for application. An application is software that carries out specific functions or tasks on digital devices. Most commonly applied to mobile applications (mobile apps). |
| App builder software | Generic questions | There are a range of services that allow people to develop apps without using code. They offer building blocks similar to web design software. Some are free and open. Many have a subscription charge. |
| Artificial intelligence | Effective digital teaching | AI systems demonstrate at least some of the following behaviours associated with human intelligence: planning, learning, reasoning, problem solving, knowledge representation, perception, motion, and manipulation and, to a lesser extent, social intelligence and creativity. AI has many different applications in learning and teaching, such as providing adaptive learning systems, using natural language solutions to provide 24/7 student support, assessment, learning analytics. |
| Assessment and feedback | Teacher questions  Effective digital teaching | Using digital tools to support assessment and feedback is about the ability to design and deliver assessments in a variety of formats, to grade work, and to give feedback (eg as digital audio, annotations, or data entries). You should be able to help students learn from feedback in different media, and to record, review, revise and showcase their learning in digital platforms such as an e-portfolio, online profile, or learning blog. Students may also need your help to avoid the risks of plagiarism, understand academic integrity and ethical practices in relation to cheating. |
| Assistive technologies | All question sets | Any tool or technology that has been or can be modified, personalised or customised to improve the functional capabilities of people with disabilities. Examples include screen readers, text to speech, hearing aids, screen magnification. Assistive technologies can also be of value to people without disabilities. |
| Asynchronous learning | Effective digital teaching questions | Learning that is done at any time that suits the learner. Not limited to a specific time or place. Interaction with others is possible but not immediate (eg discussion forums, emails). |
| Augmented reality | Effective digital teaching | Augmented Reality (AR) overlays virtual objects on the real-world environment. Known as an immersive technology it can be used to offer innovative learning resources such as visualising 3D maps, deciphering rare manuscripts, understanding anatomy or even finding fossils on field trips. |
| Being digital | New student questions | Being digital is about developing a positive digital identity (or several identities) and managing this to enhance your reputation. As you progress through your course you will need to start developing a digital portfolio of your learning achievements. You will need to make sure you (and others) are safe in online environments and use digital tools sensibly to maintain good mental, physical and emotional health. |
| Blended learning | Effective online learning | Blended learning provides a combination of face-to-face learning and dynamic digital activities and content that facilitate anytime/anyplace learning. |
| Bookmarks/ bookmarking | All question sets | Bookmarking is a feature used in web browsers (previously/sometimes called favourites) where people can save a web page so that they can easily find it later. There may be additional features that allow people to organise bookmarks to enhance retrieval. Bookmarking does not save the webpage but saves a link (or reference) to the page.  Social bookmarking services (eg Pearltrees, Delicious stumbleupon or Digg) allow people to save and share their bookmarks and allow people to curate collections of bookmarks on a particular topic. |
| Cascading style sheets | Generic questions | Also known as CSS. Most commonly used in web design. A language used to record the rules for styling/presentation elements of a web page such as layout font and colours. These rules can then apply to various pages (cascading). For example, to produce consistent heading styles and sizes. |
| Click-throughs | Generic questions | The number of clicks users make on a web link. Often used in marketing to find out how visitors use a website and what pathway they take through a series of web pages or content. |
| Cloud services | Generic questions  New student questions | Cloud services are made available to users on demand via the internet from a cloud computing provider's server. Cloud computing allows sharing of resources to achieve economies of scale. For example, storing documents on cloud services such as Dropbox or Google Drive allow collaboration and sharing within and across organisations.  Cloud services eliminate some of the risk of document storage and backup on individual machines or servers. It generates a reliance on cloud service providers and needs adequate licences and terms of agreement about content ownership.  Cloud services for individuals are often free up to a limit but most have some form of subscription charge. |
| Code or collect data into categories | Generic questions | Generating a way to identify certain types of data, particularly used to analyse research data. Allocating a specific name or tag to a piece of data to enable pulling together all comments about a certain topic in a set of survey results or to identify key themes |
| Coding | Generic questions  Student questions  New student questions | Used to describe the activity or writing computer programmes using a coding language. Examples include Python, Ruby, HTML, Java. |
| Collaboration | Effective digital teaching | One of the element headings in the Effective digital teaching question set.  Collaboration is about providing opportunities for students to work with others. This might be other students or could be professionals or practitioners in workplaces. Collaboration links to effective communication and student practice. In an online context, students may have to collaborate across different time zones with people they have never met face to face. Some students can find collaboration challenging and may need a lot of support to do this. |
| Collaboration room | Generic questions | A virtual space where individuals can meet to carry out collaborative work. |
| Conditional formulas | Generic questions | Often found in spreadsheets such as Excel. A formula that makes a logical test of data using the ‘IF function’. It essentially allows you to create a basic logical argument of 'If (this), then (that).  Formulas offer a way to quickly visualise data such as highlighting rows that contain particular words or numbers.  For example it could be used to highlight all entries made on or after a certain date. |
| Content creation | Effective online learning | One of the element headings in the Effective digital teaching question set.  Content creation is about students creating and sharing their own content. This may be produced during learning activities or for an assignment or other assessment requirement. It may also relate to students developing professional portfolios or sharing ideas and content across personal or professional networks. Student production of digital content links closely to developing digital identities and preparing for work. |
| Content management | Library and learning resources questions  Accessibility and inclusion questions | Systematic way to create, modify and store digital content. Content management systems (CMS) are specialised technologies to support this activity. These typically support multiple users in a collaborative environment.  CMS features vary depending on the content - from bibliographic databases, data management or web publishing. They all tend to allow version control, indexing, searching and retrieval.  Scale can vary from organising personal folders to a huge institutional enterprise system. |
| Conversational framework  See  Laurillard conversational framework | Effective digital teaching |  |
| Cookies | Generic questions | Text files created when you visit a website. Usually containing a site name (that you have visited) and a unique user (your computer) ID number. Cookies are stored on your computer and are referred to when you visit a site more than once. The cookie is then sent to the web site.  Cookies can be collected for a range of reasons. For example to help web owners track their visitors and see how they found the site and how they navigate it. Cookies are governed by legislation and the EU GDPR requires web site owners to declare what cookies they are storing and how they will use the data. This information is often in a cookie policy or privacy policy which has to be available on the website. |
| Copyright | All question sets | A legal means of protecting an author's work. It provides exclusive publication, distribution, and usage rights for the author of ‘intellectual property’ for a fixed number of years. It covers a wide range of content such as literary, artistic, or musical material. Content covered by copyright have ‘all rights reserved’.  In a digital context any original content published on the Web is automatically protected by copyright law. |
| Copyright free | All question sets | Relates to intellectual property (creative outputs) where content can be used without paying a fee. Often the author of the content has waived their copyright (usage rights). Copyright free content may be published with ‘open licences’. Some allow free use as long as the author is attributed, or may require a link back to the original, or may allow adaptation to original works with acknowledgement in some form to the original author. |
| CPD and reflection | Library and learning resources questions | CPD and reflection means attending to your own development as digital technologies evolve and change practice in libraries and learning resource departments. You should be able to find and take advantage of digital opportunities of all kinds - online resources, courses, networks and communities. You could also embrace digital ways of managing your professional reputation and recording your professional achievements. Sometimes you may want to update your digital skills through in-person approaches such as coaching, mentoring and traditional workshops. |
| Creative Commons licence | All question sets | Creative Commons (CC) copyright licences and tools offer an alternative to the traditional ‘all rights reserved’ setting that copyright law creates.  Offers a standard and internationally recognised way to grant copyright permissions to their creative work. A range of open creative commons licences exist allowing people to select the most appropriate licences for their needs. |
| Critical engagement | Effective digital teaching | One of the element headings in the effective online teaching question set.  Critical engagement is about offering students opportunities to critically engage with ideas and concepts in your subject area to encourage analysis and comparative skills. It is about building on their knowledge and making connections across concepts. Students might be encouraged and supported to carry out independent research or investigation into a topic which may be related to assessment activities. This includes searching, collating, curating, analysing and critiquing. In an online context students may need extra support with information, media and data literacy. |
| Curate content | Generic questions  Effective digital teaching | Curation of content is often used when individuals or groups gather, organise and share collections of content. A library is a traditional way to curate content. Curation of digital content can be done with a range of tools from a simple folder in an individual's computer to social content curation tools like Pearltrees or Digg where people can store and share content on specific topics of interest. |
| Cybersecurity | May not be used specifically | Technologies, processes and controls that are designed to prevent unauthorised access to data, networks and computer systems (known as cyber attacks). |
| Data literacy | Jisc digital capabilities framework  Generic questions  Student questions | how you handle data as a special form of information. Data is used in diverse ways within any organisation, from specialist professional use (eg research) to operational data informing a range of organisational activities. Digital personal data is used in all areas of our lives. We all need a basic understanding of legal, ethical and security issues when providing our own data or when we handle data about someone else. |
| Data protection | Accessibility and inclusion questions | Anyone responsible for using personal data has to follow strict rules called 'data protection principles'. They must make sure the information is: used fairly, lawfully and transparently. Data needs to be accurate, and stored securely for a specified amount of time. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). |
| Dialogue and discourse | Effective digital teaching | One of the element headings in the Effective digital teaching question set.  Dialogue and discourse is about providing opportunities for students to have discussions and share ideas with teachers, other students and potential others. In a traditional context this might be through seminars and tutorials. In an online context it is important to provide a balance of synchronous and asynchronous mechanisms to facilitate discourse with and between students. This also links to feedback from teachers and peers. |
| Digital artefact | Generic questions feedback | Any object or thing in digital format. Examples include photos, word documents, pdf documents, videos and audio files. |
| Digital avatar | Generic questions  Student questions  New student questions | An image used to represent you online which can be used as an alternative to a photograph. Any image, drawing or visual element could be used. They are particularly useful where individuals want to protect their identity online. People often use software to create cartoon styles or emoji avatars that look like the person. |
| Digital badge | Generic questions  Student questions  New student questions | A recognition of an achievement online. A badge is usually issued when an individual completes an activity or task online. Badges can recognise different levels of achievement and can be used by an individual in an online portfolio or curriculum vitae (CV).  Like all awards and certificates the validity of a digital badge relates to the awarding body and recognition of these by others. |
| Digital capability framework |  | Jisc framework of digital capabilities broken down into 6 elements:  ICT proficiency (functional skills)  Information, data and media literacy (critical use)  Digital creation, problem solving and innovation (creative production)  Digital communication, collaboration and participation (participation)  Digital learning and development (development)  Digital identity and wellbeing (self-actualising)  Each element is further broken down resulting in 15 sub-elements. |
| Digital champion | All question sets | Some educational institutions have identified people within their organisation who are leaders in the area of digital innovation. These people often start using technologies in new ways and support others to try technologies in their own contexts. |
| Digital change | Generic questions feedback | Changes to practices brought about by technological change such as changes in learning and teaching as a result of developments in technology and how these are adopted in mainstream practice. An example of significant digital change is how mobile technologies have transformed how people communicate and access content on the move. |
| Digital citizen | Generic questions feedback | A person who uses technology to engage or participate in social, political or economic activity. Often used to refer to positive activities that help a community or group rather than simple online interactions like shopping. The strong focus on participation is closely linked to social inclusion and how technologies can both support, or prevent, equitable opportunities to participate. |
| Digital communication | Jisc digital capabilities framework  Generic questions  Student questions  New student questions | Any communication using digital media and networks. The ability to communicate well includes using different channels such as video and instant messaging, photo sharing and chat. It also includes an awareness of different audiences, different norms and needs, and the changing boundaries between public and private communication. We also need to think about how our choices around digital communication can exclude others. |
| Digital communication and collaboration | New student questions | Digital communication is any communication using digital media and networks. You will need to develop an awareness of different types of online communication and may need to make use of these to collaborate with other learners and interact with teachers. You may need to participate in online networks during your learning. As you progress through your course you may be offered the opportunity to start developing an online network that will relate to your chosen career or profession. |
| Digital collaboration | Jisc digital capabilities framework  Generic questions  Student questions  New student questions | The ability to take part in digital teams and working groups to meet specific goals, using shared tools and media. Even when participants are physically in the same organisation, digital collaboration can be an efficient way to produce shared materials, to plan and run a project, or to work effectively across various boundaries and differences. We also need to think about how some practices for digital collaboration can exclude others. |
| Digital content | All question sets | Information, data and resources that are available in digital form such as web pages, word documents, pdf files, image files, videos, sound files, data in databases, spreadsheets, animations, e-books, e-journals, scanned images. |
| Digital content and resources | Library and learning resources questions | Digital content and resources is the area of work focusing on evaluation, selection, collation, development and management of a wide range of digital resources for staff and students (eg data, archives, learning materials, research publications). It is also about providing appropriate access to enable resource discovery. It includes open content initiatives and requires an understanding of licences. |
| Digital creation | Jisc digital capabilities framework  Generic questions  Student questions | Digital production of content, from technical work such as coding new apps to making digital images, documents and websites. Digital creative professionals have special techniques of digital production, but we all create digital items as a side effect of thinking and participating in a digital world. Mind maps, digital sketches, social media posts, or even selfies can be seen as expressions of digital creativity. |
| Digital creativity and problem solving | New student questions | Digital creativity and problem solving Is your ability to use technology to help you respond to challenges and to answer questions. You need to be able to use digital tools to help you think creatively, consider alternative solutions and produce your own digital content. Digital creativity can enhance several aspects of your learning - from doing assignments, working with others or simply finding effective tools to help you study. Don’t be afraid to be experimental with digital tools and share what works with other students. |
| Digital etiquette | Digital capability framework | Rules of good online behaviour. Although some rules are widely accepted it is helpful if staff and students have an opportunity to consider these and contribute towards their creation. |
| Digital evidence | Generic questions | Information and data available in digital form which could be used as evidence in research or problem solving to support decision making. |
| Digital footprint | Generic questions | Traceable online activities left as individuals interact online with websites, social networks and online software. Not all elements of a digital footprint are easy to manage or control.  Includes active footprints or tracks such as comments or posts on social media or forums, emails, online activities like quizzes or polls, shopping, registering for websites.  Also includes passive activities such as browsing the web, personal information stored by employers and other bodies such as banks and government bodies. |
| Digital habits | Generic questions | Regular activities that people use technologies to do such as checking emails and calendars every morning, checking social media sites or communication networks. Digital habits can be positive or negative on mental, emotional or physical health. |
| Digital identity management | Jisc digital capabilities framework  Generic questions  Student questions  New student questions | How you develop and project a digital identity – or several identities – and how you manage your digital reputation. Most of us have identities distributed across a range of platforms and media. Do you keep these separate, or aim to make them work together? How do you manage assets such as profiles, records of achievement, contacts and networks to achieve your personal goals? |
| Digital innovation | Jisc digital capabilities framework  All question sets | A willingness to try new practices and look for solutions with digital technology. We all need to be able to assess the benefits and risks of using new digital applications as well as considering accessibility and inclusion aspects. |
| Digital learning | Jisc digital capabilities framework  All question sets | The ability to turn digital opportunities into personal learning gains. In many ways this depends on our general readiness and motivation to learn, but in some ways digital learning makes particular demands. Habits of successful digital learners include: using a range of media such as apps, games and quizzes; participating in courses and learning networks; using digital tools to plan, reflect and showcase learning; monitoring and self-assessing; managing time and tasks. |
| Digital learning activities | Student questions | The different ways you learn in digital spaces and with digital media. These might include participating online, using a wide range of digital media, recording and showcasing your learning, and producing digital outcomes for assessment. Effective digital learners are willing to try new approaches, but know what works for them and can be critical of technology when it is used inappropriately. You also need to understand the risks of plagiarism, academic integrity and ethical practices in relation to cheating. |
| Digital Library services | Library and learning resources questions | Digital library services is the area of work focusing on the provision of accessible, effective digital services to staff and students, both on and off-site. It involves the planning, development and management of services that are appropriate and accessible for different groups of service users. It also includes the provision of guidance and support to facilitate use of and access to digital services. |
| Digital library systems | Library and learning resources questions | Digital library systems is the area of work focusing on the selection, procurement, management and implementation of library systems. It includes administration and operation of systems to ensure they are effective and also includes management, analysis and presentation of the data that is contained in or generated by these. Legal and ethical issues related to data management is also an important element of this area of work. |
| Digital media | All question sets | Information and resources made available in digital format such as text, graphics, infographics, data visualisations, video, audio, animation, web page, wiki page, online quiz, online presentations, etc. |
| Digital participation | Jisc digital capabilities framework  Generic questions  Student questions | Taking part in a more open-ended way than collaboration, over a longer time, and in a range of different settings. This is how you join, facilitate and build digital networks, take part in a shared social and cultural life using digital services, build contacts and share ideas. Digital participation should always be safe and respectful, and not exclude other people. |
| Digital portfolio | All question sets | Collection of digital content that demonstrates learning, growth, acquisition of skills or knowledge, and creativity over time. |
| Digital practices | Generic questions  Student questions  New student questions | Activities that require the use of technologies and applications. |
| Digital preferences and needs | New student questions  Accessibility and inclusion questions | Digital preferences and needs is about making sure that you know which technologies and media formats (such as audio, text, images, video) are most useful for your learning. Do you prefer to read text or watch videos, or a combination of both? You may find some formats better for different purposes (such as revision, or note taking) and you may need to try out different formats to identify which are best for you. You need to be able to identify if you need any assistive technologies (such as screen readers or text to speech) or need learning materials in different formats (such as braille, transcripts of videos, recorded lectures). If you think you need support with a disability, try to get an assessment and ask about technologies that can make a difference. It is your choice to let your college or university know if you have a disability. They have a duty of care to make sure you do not experience any disadvantages because of a disability and they will have people who can offer help and support. |
| Digital presence | Digital capability framework | Presence is a critical concept in digital learning and teaching, as staff and students need to demonstrate presence to indicate engagement, have dialogue and offer feedback. It helps to foster a sense of belonging for students and (in contrast to contact hours) can be demonstrated/shown synchronously and asynchronously. |
| Digital productivity | Jisc digital capabilities framework  Generic questions  Student questions | How you use your digital skills to get things done. Can you choose the right devices, applications, software and systems for each task? Are you confident in using productivity tools and services provided by your organisation? Can you adapt the tools available to your own needs and those of other people? A digitally productive person can function well in a complex digital environment but can also deal with distraction and overload. |
| Digital professional network | Generic questions feedback | Using digital tools and social networking sites to make connections with other professionals to have conversations, and to share practice or content. May also relate to finding employment opportunities. Examples include: Twitter, LinkedIn. |
| Digital proficiency | Jisc digital capabilities framework  Generic questions  Student questions | The ability you have to use digital devices, networks, applications, software and services. How quickly do you pick up new tools and skills? Do you cope when technology doesn’t work as expected, do you explore beyond the basic functions, and can you work things out for yourself? Proficiency concerns digital mindset more than the mastery of specific tools, which can be achieved by using different applications and developing your range. |
| Digital reputation | Generic questions | Evidence and trails that exist online to track a person’s personal or professional reputation. Some are managed by an individual (such as a blog or website) but some may be influenced by other people such as family, friends or employers (through information shared by them). |
| Digital research and problem solving | Jisc digital capabilities framework  Generic questions  Student questions | The ability to solve problems, make decisions and answer questions, either using digital evidence, or using digital environments (such as simulations and virtual worlds) to test out solutions. Digital scholars have many specialist digital methods available, depending on their research area, but all of us take part in digital problem solving every day. |
| Digital skills for work | Student questions | All of your digital capabilities as they support you in your chosen work. Most workplaces have their own digital systems and practices: what matters is that you are able to learn them. Digital employability also covers seeking and securing work and using your digital access to progress in your chosen career, whether by upgrading your qualifications or by networking and showcasing your achievements. |
| Digital teaching | Jisc digital capabilities framework  Generic questions | The ability to support and develop others in digital settings. This might mean working in a teaching role or as part of a teaching team, or it might mean supporting development much less formally, as an appraiser or mentor. As with digital learning, the underlying commitment to development must be there, but the digital tools for realising it present new opportunities and challenges. |
| Digital tools | All question sets | Tools and technologies available to allow people to communicate, participate and engage in activities for work or personal life. Digital tools may be mobile devices, computers, laptops or printers or could also be services and software that allow people to carry out activities online. |
| Digital wellbeing | Jisc digital capabilities framework  Generic questions  Student questions | The impact of using digital devices, tools, services and systems on you as a person. It relates to how you look after your personal health, safety, relationships and work-life balance in digital settings. You might use digital data and devices for personal health goals or in learning or work contexts, to participate in social activities or help out in your community. We all need to manage digital stress, workload and distraction and know where to find help and support. We could all learn to use digital tools with more concern for each other and for the wider world. |
| Direct messaging | Generic questions | Private form of communication between social media users that is only visible to the sender and recipient(s). |
| Effective digital teaching | Effective digital teaching | A question set in the discovery tool to encourage reflection on your confidence and skills in digital teaching. This might be for students who never attend the physical campus or may be available in a blended learning context. |
| Effective online teaching | Changed question set heading to Effective digital teaching |  |
| Embedded images and video | Generic questions | Including images or videos within a document, webpage or presentation. Embedding may require specific code but might just be enabled by software (eg inserting an image into a document in word). |
| Equitable experience | Accessibility and inclusion questions  Effective digital teaching | Equity is not the same as equality. Providing an ‘equal’ service to all students may disadvantage groups of them. Providing an equitable service may mean providing more or different support for specific groups of students. It requires a thorough understanding of different needs and a commitment to take additional measures to support them. |
| Ergonomics | Accessibility and inclusion questions | Refining the design of products to optimise them for human use such as office technologies, computer desks and chairs. |
| EU directive on accessibility for websites and mobile apps | Accessibility and inclusion questions | Requires EU member states to make sure their websites and mobile apps meet common accessibility standards. The directive was transposed into the laws of each EU member state by September 2018. |
| Executive function | Accessibility and inclusion questions | Often applied to children but equally relevant to adults, executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember, and juggle multiple tasks. People can have executive function disorder or it can be an area that people with other disabilities may have (such as autism, ADHD or dyslexia). Problems with executive function can make it difficult to organise and plan work or learning activities. |
| Face-to-face teaching | Teacher questions | Covers all the skills of teaching in a live in-person setting such as a lecture, seminar or tutorial, or in the laboratory or field, where digital technologies are available to support the learning. As a teaching professional you will be skilled in using presentation technologies, and interactive features such as live polling. You should also be able to manage live learning activities – which may involve students going online – and help students to use the digital tools of the subject area in live settings. You should be able to blend digital and traditional learning activities, both in planning and on the fly, as the situation requires, and to help learners use their own devices for learning where this is appropriate. |
| Filters in online searchers | Generic questions  Student questions  New student questions | Most search engines or searching services have features that allow you to apply filters to reduce the number of results you get in an online search. (eg filtering by date or place published, or by format - only images or only news items). |
| Finding information and resources | New student questions | Finding information and resources is your ability to find, organise and share information, data and resources. You will need to be able to judge the value and credibility of what you find. You will need to develop an understanding of legal, ethical and security issues, such as copyright (legislation about ownership of content), referencing, and avoiding plagiarism. You will need to develop an awareness of a range of different digital media including text, graphics, video, animations, audio, and media such as web sites, simulations and games. You will need to think about which media you find most useful for learning. You will need to develop good habits of personal data security (eg keeping passwords secure, logging off devices when not in use, etc). |
| GDPR | Effective digital teaching | General Data Protection Regulation - an EU Data Protection Regulation applicable as of May 25th, 2018 in all member states to harmonize data privacy laws across Europe. |
| Google Scholar | Generic questions | Google service which provides a simple way to search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites. |
| Hacks | Generic questions | Hacking refers to a trick, shortcut or skill that improves productivity or efficiency. In computer programming a hack refers to a quick inelegant but effective solution to a problem with a program. |
| Hashtag | Generic questions | A term or abbreviation that follows the # symbol.  Hashtags are a form of tag (keyword or term) that are used in social media to bring together content (like tweets or Facebook posts, or images) eg #FOS172 for the course Open, Flexible and Social Learning Course.  #MeToo is an example where a hashtag can be used globally to unite people in conversations. |
| Heading styles | Accessibility and inclusion questions | ‘Headings’ styles are formatting options for making headings and subheadings stand out from the other text in a written document or webpage. This helps readers by clearly indicating where different sections begin and end. Used in Microsoft Word software headings can also indicate the structure of a document. Particularly useful for screen readers. |
| Hybrid learning | Effective digital teaching | Similar to blended learning and sometimes used as a preferred term for a mix of remote/on-campus learning. It is sometimes used to highlight the concept of choice for students as to which models to engage with based on their own circumstances. It implies that the mix of remote or on-campus learning is not fixed. |
| ICT proficiency | No longer used  See Digital proficiency |  |
| Identity first language | Accessibility and inclusion questions | An alternative to ‘person first’ language, preferred or adopted by some groups of people. It involves using a description of an identifying condition before the personal term. For example ‘autistic person’ rather than ‘person with autism’.  The deaf community prefer deaf-first language which recognises their pride and positive identity. Many autistic people prefer identity first language which they feel recognises that autism is an inherent part of an individual’s identity.  Person-first language was developed to prevent dehumanising people with conditions or disabilities and to recognise the person first. This is a very challenging area so if in doubt ask someone which language they prefer. |
| Idioms | Accessibility and inclusion questions | A group of words established by usage as having a meaning not deducible from those of the individual words (eg over the moon, see the light ). People who interpret language literally may find these impossible to understand. Idioms are also problematic for people with different languages or cultural backgrounds. It is critical to make sure that assessments do not include idioms because these could seriously disadvantage some people. |
| Immersive technologies | Effective digital teaching | Technologies such as Augmented or Virtual Reality (AR and VR) that immerse the user in an alternative or simulation of the physical world. They often engage the senses and provide or simulate a physical experience. |
| Inclusion | Accessibility and inclusion questions  Library and learning resources questions  Teacher questions  Effective digital teaching | The inclusion of everyone in opportunities for growth, learning, participation. In a learning context or service oriented institution it means making sure all content, systems and services are accessible to all users and where necessary making adjustments to ensure that everyone has equitable access. |
| Infographic | Generic questions | Visual representation of information or data which aims to be simple, accessible and engaging. |
| Information literacy | Jisc digital capabilities framework  Generic questions  Student questions  Effective digital teaching | The capacity to find, evaluate, organise and share information, whether you are using it for learning, research or professional purposes. Information specialists recommend we are creative in how we find information, but critical in how we judge its value and credibility. It can be useful to have a broad understanding of information-based practices such as copyright, referencing, and avoiding plagiarism. |
| Information literacy frameworks | Library and learning resources questions | Frameworks which aim to identify and present various concepts relating to information literacy. They usually break down the broad concept into smaller parts and provide definitions and explanations about these different elements and often illustrate how they relate to each other. Information literacy frameworks are often developed by professional library bodies. |
| Instant messaging (IM) | Generic questions | The exchange of real-time messages similar to chat offered through a stand-alone application or embedded software. Instant messaging differs from email in the immediacy of the message exchange. IM also tends to be session-based, having a start and an end. |
| Interfaces | Generic questions | In computer terms an interface is a device or mechanism that enables a user to communicate with a computer. An interface is the point of connection between two devices or a user and a device. Often created to make interaction simpler for the user. |
| Intellectual accessibility | Accessibility and inclusion  Effective digital teaching | Content, services and systems are accessible to all through checks on readability, using plain English, logically structured, and pedagogically accessible. It includes avoiding using language that some people with disabilities or different languages may not understand, like idioms (eg under the weather, couch potato, chip on your shoulder). |
| Intellectual property | All question sets | Any type of original creative output (eg writing, drawing, design, painting, photographs, diagrams, scripts, sound/music, video, audio recording). |
| IPR (Intellectual Property Rights) | All question sets | Automatic legal right of ownership by any creator of original intellectual output. It does not have to be stated to be a right although some people choose to make 'All rights reserved' on intellectual output. Others may choose a more open approach but may stipulate how the content can be used or adapted. |
| Knowledge and ideas | Effective digital teaching | One of the element headings in the Effective digital teaching question set.  Knowledge and ideas is about presenting theories, concepts and ideas for students to build their knowledge of the subject, make connections, reflect and engage with a variety of content. In a traditional context course materials may have been offered through lectures, reading lists, handouts and course texts. In an online context this could be online presentations, videos, text, audio, animations, data collections, electronic library resources, webinars. Key issues around providing digital content are ensuring accessibility and student engagement. |
| Knowledge application | Effective online teaching | One of the element headings in the Effective online teaching question set.  Knowledge application is about students applying their knowledge in a practical context. In a traditional context this may happen in laboratories, studios, classrooms or fieldwork. An important aspect of this is providing formative feedback on practice. This is the most challenging aspect of moving from in-person to an online context as it may require students to be able to access specialist equipment. Traditional approaches for different subject areas and disciplines may require imaginative adaptation to offer off-site student practice opportunities and provide actionable feedback. |
| Laurillard Conversational Framework | Effective online teaching | Professor Diana Laurillard developed and published the Conversational Framework in 2000. Professor Laurillard offers [six learning types](https://youtu.be/wnERkQBqSGM) based on the framework. Acquisition, Inquiry, Discussion, Practice, Collaboration, Production. These learning types were used and adapted to create the headings in the Effective online teaching question set. We also added an additional element - Supporting online learners. |
| Learning analytics | Library and learning resources questions | Collection, analysis and reporting of data about learners to measure progress. Used to improve learning and teaching. |
| Learning capture technology | Effective online learning | Technology that can be used to record teaching, either with students present or not. Recordings can be created by capturing a combination of audio, video and/or screen. Recordings can then be made available to students to access when convenient to them. |
| Learning disabilities | Accessibility and inclusion questions | A learning disability affects the way a person understands information and how they communicate. This means they can have difficulty understanding new or complex information, learning new skills or coping independently. There are different levels of disability so each person would present with unique capabilities. |
| Learning resources | Teacher question sets | Increasingly likely to be produced in digital media. You need an understanding of how different digital media support learning, and some idea of the design principles at work, including inclusive or user-centred design. You should be able to find, choose, adapt and recontextualise digital resources in your subject area to meet your learners’ different needs. Over time you should gain the confidence to develop digital teaching resources of your own. |
| Learning simulation | Generic questions | Simulation of a real-life situation or activity used in a learning context to enable people to experience and interact with a situation without taking any risks. Particularly useful where real situations could pose risk of danger to the learner or others (eg dealing with patient diagnosis, working with electricity or safety issues). |
| Licence agreements | Library and learning resources questions | Written contracts or agreements between publishers and educational institutions defining the conditions around how published content may be used. Content is often licenced for use rather than purchased outright and access is often provided through a library or learning resources centre (eg electronic journals, databases, data collections.) |
| Maker spaces | Generic questions  Effective online teaching | Collaborative work space inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools. These spaces are open to all and can have a variety of maker equipment including 3D printers, laser cutters, computer numerical control (CNC) machines, soldering irons and even sewing machines. |
| Manage bookmarks | Generic questions | Collating, organising and categorising bookmarks of useful websites or pages. Can be done by an individual to enable easy retrieval and revisiting or could be done on behalf of a group or team to share useful links and resources. |
| Manage your digital learning | New student questions | Managing your digital learning means using technology to help you prepare for and organise your learning. Preparing for digital learning might involve: setting up your digital environment (devices, apps, resources and web services) to suit your learning needs; practising with different media such as online lectures, apps and quizzes; finding and using online resources for yourself; managing your time and tasks; looking for help online when you need it. |
| Media literacy | Jisc digital capabilities framework  Generic questions  Student questions  New student questions  Effective online teaching | All the ways you receive and respond to messages in digital media, including text, graphics, video, animations, audio, and media such as web sites, simulations and games. Most of us also share and produce messages of our own, and that means we need to understand issues such as audience, accessibility, user design and impact. Media users need to ask why messages are designed as they are, how they affect us – and particularly how different media can be used for learning. We also need to understand issues around ownership of digital media such as copyright, referencing, and avoiding plagiarism. |
| Medium | Generic questions | A third-party or element through which a message is communicated. In information technology, a medium can be: a physical transmission medium such as optical fibre or a presentation medium such as video, writing, audio). |
| Memes | Generic questions | An image, video, piece of text, that is copied and spread rapidly by internet users, often with slight variations. |
| Metadata | Library and learning resources questions feedback | Data about data. Used to describe another item’s content. Examples include library catalogue data about a book, exif information attached to a photograph (camera, date taken, format, aperture, ISO, size, etc), tags or keywords connected to a webpage. |
| Mind-mapping app | Generic questions  Student questions  New student questions | An application (either online or offline) that enables people to create mind maps. Useful for research questions and to help break down topics. |
| Mixed Reality | Effective online teaching | Mixed reality (MR) sits on the reality-virtuality spectrum midway between AR and VR. It not just overlays but anchors virtual objects to the real world and interacts in a responsive way. |
| Native utilities | Generic questions | Applications and functions that do basic tasks as part of an operating system, which do not have to be installed separately. |
| Online data sets | Generic questions feedback | Collections of data held online. These may be held by research institutions, government bodies, companies or other organisations. Access to data sets may be limited to subscribers or may be open to individuals or specific groups of people. |
| Online facilitator | Generic questions | Person who facilitates, manages or supports conversations in an online setting. This may be in discussion forums, or in more interactive settings such as webinars or online conferences. |
| Online identity | All question sets | The traces and information available online about an individual. The sum of various pieces of information about a person that represents their identity online. People may choose to maintain different identities for different contexts, eg personal identity with friends and family or professional identity. Managing online identities is necessary to maintain this. |
| Online profile/online presence/online persona | Generic questions | The traces and information available online about an individual. People can control some aspects of their online profile and often use this to develop a professional identity. Some traces are not in the control of the individual so managing one’s online identity is critical to maintain a positive reflection or presence. |
| Online learning content | Effective online teaching | Learning resources, activities and other materials which might be produced and/or provided or collated by the institution. Also refers to content produced by students as a product of learning activities, assignments or discussions. |
| Online safety | Digital capability framework  Teacher questions | Protecting individuals from potential harms that may result from taking part in online activities. It is a broad term that can cover university guidelines on safe use of it’s systems, tools and services as well as individuals exercising due care and attention to their own safety. |
| Open access | Library and learning resources questions  Accessibility and inclusion questions | Usually used in higher education in relation to research. Free, unrestricted online access to research materials such as journal articles and books. |
| Open content | Library and learning resources questions  Accessibility and inclusion questions  Effective online teaching | In an educational context - research materials (such as open access journals) or learning materials (such as open educational resources (OER)) that are made freely available to everyone. Often made available through open licences which stipulate how the content can be used, edited and re-published. |
| Open data | Generic questions  Accessibility and inclusion questions | The idea that some data should be freely available to everyone to use and re-publish as they wish, without restrictions from copyright, patents or other mechanisms of control. |
| Open education | Generic questions  Teacher questions  Accessibility and inclusion questions | Education without academic admission requirements which is typically offered online. Open education broadens access to the learning and training traditionally offered through formal education systems. It is typically free at the point of use although a charge may be made for certification (eg FutureLearn courses, Coursera courses). |
| Open learning materials/ Educational Resources (OER) | Generic questions feedback  Effective online teaching | Any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. |
| Open licence | All question sets | A legal statement that allows content and software to be free from the 'all rights reserved' status that is automatically applied to creative content by copyright law. Open licences can specify what kinds of use are permitted such as reproducing content exactly or allowing adaptation or repurposing. |
| Person-first language | Accessibility and inclusion questions | Person-first language was developed to prevent dehumanising people with conditions or disabilities and to recognise the person first. It puts the person before the condition. For example, people with disabilities, people who are homeless, person with epilepsy.  An alternative to ‘person first’ language is ‘identity-first’ language, preferred or adopted by some groups of people. It involves using a description of an identifying condition before the personal term. For example ‘autistic person’ rather than ‘person with autism’.  The deaf community prefer deaf-first language which recognises their pride and positive identity. Many autistic people prefer identity first language which they feel recognises that autism is an inherent part of an individual’s identity.  This is a very challenging area so if in doubt ask someone which language they prefer. They may not have a strong preference. |
| Personal information environment | Generic questions | Combination of tools and applications used by an individual to find and use information for either work, research or learning. |
| Personal learning environment | Generic questions  Student questions  New student questions | Combination of tools and applications used by an individual for learning such as note-taking, reference management, personal reflection, sharing and collaboration, capturing learning, learning resources and networks. |
| Personal research environment | Generic questions | Combination of tools and applications used by an individual for research such as information searching, note-taking, reference management, data analysis, writing. |
| Personalising technology | All question sets | Using features that allow you to adapt technologies or software to suit your own needs and/or preferences. It may be simply changing visual appearance such as colours but could also relate to specific needs of people with disabilities - such as using speech to text features. |
| Phishing emails | Generic questions  Student questions  New student questions | Fraudulent attempts to trick people into giving personal and sensitive information such as usernames, password and credit card details (and money), often for malicious reasons, by disguising as a trustworthy entity in an electronic communication. |
| Physical library spaces | Library and learning resource questions | Physical (as opposed to virtual) spaces provided on site which comprise library buildings, furniture, technology or content (such as books, journals, resources). Places where face to face services are provided by library or learning resources staff. |
| Pinboards | Generic questions | Online versions of a traditional pinboard where you can gather and collect images, text of links relating to a topic. These can be for an individual, a specific group or made open for all to share (eg Pinterest). |
| Planning and preparation | Teacher questions | The ability to think in advance about the role of digital technologies in your teaching practice. This includes choosing and using digital tools to meet different learning outcomes, being informed by relevant pedagogic principles and ideas, changing teaching as appropriate for different learning modes (eg blended, hybrid, self-directed) and adapting your approach to meet students’ individual needs. It also includes using digital tools in the planning process – eg mind mapping, spreadsheets, administrative systems – and planning the practicalities of implementation. |
| Podcast | Generic questions | A digital audio file made available on the Internet for downloading to a computer or mobile device. |
| Preparing for digital learning | Student questions | Being ready to use digital opportunities to support your learning. Preparing for digital learning might involve: setting up your digital environment (devices, apps, resources and web services) to suit your learning needs; practising different media such as online lectures, apps and quizzes; finding and using online resources for yourself; managing your time and tasks; looking for help online when you need it. |
| Presentation tools | All question sets | Tools and software that allow you to present information in a visual way. Examples include slide presentations using PowerPoint, tools to create infographics or simple animations. |
| Privacy settings | All question sets | Many tools and services allow you to set your own privacy settings so that you decide and have control over who can see any content you post or store. |
| Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 | Accessibility and inclusion questions | UK government regulations following the EU directive on accessibility in 2018 |
| Real-world problems | Generic questions | Real world problem-solving (RWPS) is what people do every day. It requires flexibility, resilience, resourcefulness, and a certain degree of creativity. A crucial feature of RWPS is that it involves continuous interaction with the environment during the problem-solving process. In a learning context using real world problems that people may encounter in their intended career allows students to practice in a situated context. |
| Reference management system | Generic questions | Also known as - reference management software, citation management software, company reference software or personal bibliographic management software. Software for scholars and authors to use for recording and utilising bibliographic citations (references) as well as managing project references either as a company or an individual. (eg Zotero, Mendeley, EndNote). |
| Reflection and CPD | Teacher questions | Attending to your own development as technologies evolve and change educational practice. You should be able to find and take advantage of digital opportunities of all kinds - online resources, courses, networks and communities. You could also embrace digital ways of managing your professional reputation and recording your professional achievements. Sometimes you may want to update your digital skills through in-person approaches such as coaching, mentoring and traditional workshops. |
| Scheduling software | Generic questions | Appointment scheduling software, software that allows someone to manage appointments and bookings, either as an individual or as part of a team (eg Google Calendar, Microsoft Outlook). |
| Screen contrast | Accessibility and inclusion | Having options to allow people to adjust screen colour, brightness or contrast to enable readability for people with different needs (often relating to visual impairment or to people with dyslexia). |
| Screencast | Generic questions | A digital recording of computer screen output, also known as a video screen capture, often containing audio narration. Useful to create demonstrations of on screen activities. |
| Screen readers | Accessibility and inclusion | Type of assistive technology that helps people who have difficulties seeing to access and interact with digital content, like websites or applications via audio or touch. The main users of screen readers are people who are blind or have very limited vision.    The technology reads out loud what is on the screen and users can adapt them to their needs, for example you can decrease the speed of speech or change the language. Screen readers allow people to navigate through websites and applications via the speech output. Some screen readers can also be used with a braille display. |
| Sense of belonging | Effective online teaching | It is important for most students to experience a sense of belonging to the institution or course. Important in a physical on campus context as well as for online students. It is much harder to achieve in an online context and may require additional effort from teachers and/or other support staff. |
| Shared authoring environment | Generic questions | Platforms which allow multiple authors to create and edit content online to facilitate collaborative authoring across geographical boundaries. |
| Simulation tool | All question sets | Tool that simulates a real-life situation and allows people to practice with no impact on real people or situations. Simulations often provide opportunities to manage a range of complex and interlinking activities so that people can test the results of different actions on each other.  A gaming example is SimCity where people have to manage the infrastructure of a city like traffic, water and power supply, financial management and placing of residential, commercial and industry zones.  An educational example is patient simulations in medical education where students can practice diagnosis and treatment without impacting on real people. |
| Smart mailboxes | Generic questions feedback | A smart mailbox displays messages that are stored in other mailboxes and that meet certain criteria you specify. For example, a smart mailbox could include all the messages you receive about a specific project, regardless of which mailboxes the messages are stored in. |
| Social media | All question sets | Websites and applications that enable people to communicate, collaborate, share and participate with others. |
| Social networks | All question sets | Online networks where people engage with others to communicate and share information or content. There are a range of different social networking sites and services. Some of these offer specialist focus areas such as professional networking (LinkedIn) while others focus on personal networking (Facebook). Some services allow the establishment of groups where members can share specialist information on a similar topic and these can be used for personal, professional or learning contexts. |
| Statistically significant differences | Generic questions | A statistically significant result (usually a difference) is a result that's not attributed to chance. More technically, it means that if the null hypothesis is true (which means there really is no difference), there's a low probability of getting a result that large or larger. |
| Styles | Generic questions  Accessibility and inclusion questions | A collection of formatting instructions in specific software (eg word processing). You use styles to format the paragraphs in your document. So, you would use the 'Title' style for your title, 'Body Text' style for body text, 'Caption' style for the picture captions, and 'Heading 1' for the major headings. |
| Stylus and tablet | Generic questions | A stylus (or stylus pen) is a small pen-shaped instrument that is used to input commands to a computer screen, mobile device or graphics tablet. With touchscreen devices, a user places a stylus on the surface of the screen to draw or make selections by tapping the stylus on the screen. |
| Supporting digital research | Library and learning resources questions | Supporting digital research is about helping service users to use digital evidence, or using digital environments (such as simulations and virtual worlds) to test out solutions to solve problems. It may be helping students research for their assignments or at a higher level, helping research students or staff find, curate, manage and effectively use information, data and resources. |
| Supporting digital teaching and learning | Library and learning resources questions | Supporting digital teaching and learning means having an up-to-date awareness of digital practice of staff and students and providing services and support that help them make the best of digital learning opportunities. You may have direct responsibility for supporting information literacy, digital research and/or study skills – but even if you don’t, these are issues you should be developing an awareness of. |
| Supporting independent learning | Teacher questions | Having an up-to-date awareness of digital practice in your subject area and associated careers, and providing activities that help learners develop relevant digital skills. You may have direct responsibility for supporting eg information literacy, communication skills, safe and responsible behaviour online, digital research and study skills – but even if you don’t, these are issues you can address indirectly through your choice of activities and your feedback. |
| Supporting online learners | Effective online teaching | One of the element headings in the Effective online teaching question set.  Supporting online learners is about helping students become effective digital learners so that they can progress in their subject area but also develop methods and practices to support lifelong learning for personal, work or professional reasons. This recognises that students may need different kinds of support for online learning and places emphasis on creating a sense of belonging, building confidence and digital capabilities, an awareness of digital wellbeing and obtaining feedback from students about their needs. |
| Synchronous learning | Teacher questions  Effective digital teaching | Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place (for example, some students may participate onsite while others may participate remotely, both at the same time). |
| Tagging | All question sets | A tag is a keyword or term that is applied to digital content (such as a web page, photo, video, etc). It is a form of metadata that indexes (or flags) digital content to aid retrieval. Tags can be used to aggregate (or bring together) content by subject, author, date.  Social bookmarking has increased the use of tagging and ‘tag clouds’. Web sites might use a tag cloud (list of tags used on that site) to help users find information quickly.  Hashtags are one form of tag that is used in social media to bring together content (like tweets or Facebook posts, or images) eg #FOS172 for the course Open, Flexible and Social Learning Course. |
| Teaching online | Teacher question sets | Covers all the skills of teaching online, including designing, facilitating and assessing online activities, whether learners are studying a fully online course, a mainstream (blended) programme, or some other setting eg work-based. As an online educator you should be confident supporting learning in a synchronous or asynchronous environment, in a closed setting or with open, third-party services (where this is appropriate), in a text-based environment or one incorporating video, audio, screen-sharing and other channels. |
| Technical accessibility | Accessibility and inclusion questions  Effective online teaching | Content, services or systems are accessible either by making sure technologies and tools are accessible, easy to use, not restricted or through assistive technologies. |
| Text to speech software (TTS) | Accessibility and inclusion questions | Text-to-speech (TTS) is a type of assistive technology that reads digital text aloud. It’s sometimes called ‘read aloud’ technology.  With a click of a button or the touch of a finger, TTS can take words on a computer or other digital device and convert them into audio. |
| Threaded discussions | Generic questions | Online discussion postings about a topic. This group of messages with the initial message and responses is called a 'thread'. |
| Universal design for learning (UDL) | Accessibility and inclusion questions | A framework for teaching and learning that gives all students equal opportunity to learn. UDL means designing learning experiences in flexible ways to meet the needs of individual learners. When taking a UDL approach, teachers prepare the learning environment with flexible means, methods, and materials that will allow them to better meet the needs of every student. |
| User-centred design | Generic questions  Student questions  New student questions  Accessibility and inclusion questions | An iterative design process in which designers focus on the users and their needs in each phase of the design process. UCD calls for involving users throughout the design process via a variety of research and design techniques so as to create highly usable and accessible products for them. |
| User experience design | Generic questions  Accessibility and inclusion questions | User experience design (UX, UXD, UED or XD) is the process of enhancing user satisfaction with a product by improving the usability, accessibility, and pleasure provided in the interaction with the product. |
| Using digital tools | New student questions | Using digital tools is your ability to use digital devices, networks, applications, software and services. How quickly do you pick up new tools and skills? Do you cope when technology doesn’t work as expected? Can you choose the right devices, applications, software and systems for the job at hand? Can you adapt the tools available to your own needs? A digitally productive learner uses organisational tools such as learning environments alongside personal devices and services to create their own effective digital environment for learning. |
| Video conferencing | Generic questions  Effective online teaching | Using computers to provide a video-link between two or more people (eg Skype) so that viewers can see video and hear audio. |
| Virtual Reality | Effective online teaching | Virtual reality (VR) immerses users in a fully artificial digital environment. This can be rendered from the real world (360 video) or using CGI. |
| Visual channels | Generic questions | Visual communication is a broad spectrum that includes signs, typography, drawing, graphic design, illustration, industrial design, advertising, animation, colour, and electronic resources. |
| Visual thinking tool | Generic questions  Student questions  New student questions | Technology or software that supports visual thinking - the use of images and text for understanding, creating, explaining, communicating, and problem solving. |
| Web Content Accessibility Guidelines (known as WCAG 2.1) | Accessibility and inclusion questions | WCAG 2.1 is based on 4 design principles:  perceivable  operable  understandable  robust  By focusing on principles, not technology, they emphasise the need to think about the different ways that people interact with content. |
| Webinar platform | Generic questions  Effective online teaching | A webinar is a live, web-based video conference that uses the internet to connect the individual (or multiple individuals) hosting the webinar to an audience of viewers and listeners from all over the world.  Webinar platforms offer interactive features that the audience can use to ask questions and chat with the host. |
| Wiki article | All question sets | A page on a wiki which contains an encyclopaedia entry. Most articles consist of paragraphs and images (perhaps with other types of audio-visual media). However, articles may also be formatted as stand-alone lists or tables. |
| Wikipedia talk tabs | Generic questions | Administration pages where editors can discuss improvements to articles or other Wikipedia pages |
| Wire-frame | Generic questions feedback | Skeletal three-dimensional model in which only lines and vertices are represented. In relation to websites - an image or set of images which displays the functional elements of a website or page, typically used for planning a site's structure and functionality. |
| Word cloud generators | Generic questions | Visual representation of text data, typically used to depict keyword metadata (tags) on websites, or to visualise free form text. Tags are usually single words, and the importance of each tag is shown with font size or color. Some word cloud generators produce shapes such as hearts, circles, clouds, ticks or arrows. |