Glossary of terms used in teaching

Aims: A general statement of what is intended in a particular lesson or course of study

Assessment: A means of comparing students' actual achievement with a desired standard of achievement as outlined in the syllabus

Brainstorming: A collection of ideas shared in a group encouraging free expression

Buzz group: Discussion in groups of 2–4 people

Case study: **** Text description to facilitate imagination and discussion of a possible situation

Course design: The systematic planning of a period of study for a particular group of students

Curriculum planning: A plan worked out in advance fixing the order or the timetable of a group of educational activities for a particular course – aims, content, methods, evaluation

Demonstration: Teacher activity, e.g., to teach a practical skill or why certain outcomes occur

Directed private study: Time set aside by the teacher for students to study a particular subject

Evaluation: The process of reviewing particular areas of study to estimate their effectiveness according to student needs and any changing factors

Exposition: An interrupted lecture where the teacher will stop to answer a question or explain further

Feedback: Information received by the teacher about the success of, or problems experienced with, a session or course as it is progressing

Learning objectives/outcomes: Specific statements of behaviour by a student after a period of learning – proving they have learned

Learning strategies/teaching methods: Activities chosen by the teacher to help students learn

Lecture: Subject introduced and delivered by the teacher in a specific time which transmits information

Lesson plan: A 'sketch map' of a particular session for a particular group of students, based on objectives and teaching methods with intended timing of activities

Practical: Student activity, e.g., learning a skill or group work

Programmed learning: A planned exercise to enable individual learning, e.g., in a manual or a computer programme

Project: A task based on investigation with a specific time-table; the teacher will advise the student on resources and materials – the student reports back with findings, usually in written format

Resources: (a) Any source of information from which students are able to learn, e.g., library, teaching materials, human resources (other students, teachers, etc.) – all these are referred to as 'learning resources'.
(b) Funding, staffing, equipment – anything required to run a course

Role play: **** Similar to case study (see above). A situation is acted out to create insight into students own behaviour

Scheme of work: A session by session plan addressing a specific topic for a particular group of students which includes objectives, methods, content, resources, and assessment procedures – based on a syllabus

Seminar: A group of about 8 -12 people following up something that has already been introduced on the course – involves reading of an essay or paper by one group member followed by discussion

Simulation: **** Similar to a case study and role play (see above)

Syllabus: A statement of aims and content for subject areas

Syndicate work: A task given by the teacher to a group of students to complete in a period of time – the students are required to report back to the teacher

Tutorial: One-to-one teaching (student and teacher) usually for counselling purposes based on the student's work

Weighting: The emphasis, in terms of time and the allocation of marks in assessment, placed on an area of study in comparison with other areas of study

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