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Erasmus+ FLeD Learning design for flexible education

## Glossary for FLeD patterns

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## Glossary for FLeD patterns

Keyword (s)	Definition
<b>Active learning</b>	Approach to learning that involves engaging students in their own learning. It emphasizes what the student does with his/her experience, rather than passively receiving information. It's important for students to reflect on their experiences in order to give them meaning.
<b>Behavioral Self-Regulation</b>	The ability to manage and control one's behaviors, actions, and impulses in order to achieve desired goals.
<b>Blended Learning</b>	Instructional approach that combines face-to-face classroom teaching with online learning experiences.
<b>Case-Based Learning</b>	An instructional method that uses real or hypothetical cases to engage students in active learning and problem-solving.
<b>Co-regulation</b>	Process of positive reinforcement by which two or more students interact to regulate their emotions, behaviors, and/or thoughts in a mutually supportive and adaptive manner.
<b>Cognitive Strategies</b>	Refers to the specific techniques and mental processes that learners use to acquire, process, store, retrieve, and apply knowledge.
<b>Collaborative Learning</b>	An instructional approach in which students work together in groups or teams to achieve shared learning goals. It involves a process of negotiation and/or construction of knowledge towards a shared goal and with the aim of producing something together, either face-to-face or supported by a computer.

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<b>Digital Competence</b>	The knowledge, skills, and attitudes required to effectively use digital technologies and tools to access, evaluate, create, communicate, and participate in the digital world.
<b>Digital Tools</b>	A wide range of electronic devices, software applications, and resources that facilitate or enhance teaching, learning, and information storing, transmitting and sharing.
<b>Effective teaching</b>	Involves utilising the right knowledge, strategies, processes, and behaviors to achieve positive student outcomes. Related strategies are: creating an engaging and supportive learning environment, delivering well-structured lessons, and employing a variety of instructional methods to meet the diverse needs of students.
<b>Emotional Self-Regulation</b>	The ability to manage and control one's own emotions, moods, and reactions in order to adapt to different situations and achieve desired outcomes.
<b>Feedback</b>	Sharing learning intentions, clarifying criteria for success, providing information that moves learners forward, and activating students as the owners of their learning are essential functions of feedback.
<b>Feedback exchange</b>	Process of providing and receiving feedback between students or between students and instructors. This can include feedback on assignments, presentations, and overall performance in a course. The goal of feedback exchange is to promote student learning and development by providing constructive criticism and identifying areas for improvement.
<b>Flexible learning</b>	Flexible learning refers to a teaching approach that offers learners the ability to overcome limitations of time, place, and pace by providing choices to meet their individual needs.
<b>Gamification</b>	The integration of game elements and mechanics into non-game contexts, such as education, to

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	enhance engagement, motivation, and learning outcomes.
<b>Hybrid Learning</b>	Similar to blended learning, refers to an instructional approach that combines face-to-face classroom teaching with online learning components. Students attend either in-person or remotely.
<b>Inclusive Education</b>	Refers to an approach in education that aims to provide equal opportunities and access to education for all students, regardless of their backgrounds, abilities, or identities.
<b>Learning pathway</b>	Personalised plan or route that a student takes to achieve their academic goals. This plan may include specific courses, internships, research opportunities, or other experiences that align with the student's interests and career aspirations. The learning pathway is designed to help students stay on track and make progress towards their degree while also allowing them to customise their education based on their individual needs and goals.
<b>Meta-Cognitive</b>	The knowledge and awareness that individuals have about their own cognitive processes, learning strategies, and thinking abilities.
<b>Mobile Learning</b>	Also known as M-Learning, is the use of mobile devices such as smart phones and tablets to support learning and educational activities. This also involves mobility, learning everywhere and accessing resources at any time.
<b>Motivation</b>	The internal and external factors that drive, direct, and sustain behavior toward achieving a goal.
<b>Online learning</b>	Refers to an instructional approach in which instruction is delivery primarily over the Internet. Communication is synchronous.
<b>Personalised Learning</b>	An instructional approach that tailors the learning experience to meet the individual needs, interests, and abilities of each student.

<b>Problem-Based Learning</b>	An instructional approach where a problem (based on real life) that is relatable is proposed to the students to provide various solutions.
<b>Project-Based Learning</b>	An instructional approach that focuses on students engaging in an extended, in-depth project, or investigation. It involves complex learning and the interconnection of knowledge from different fields.
<b>Self-Regulated Learning</b>	Self-regulated learning refers to learners taking charge of their own learning process by actively managing and overseeing it. This involves utilizing various techniques such as cognitive, metacognitive, motivational, behavioral, and emotional strategies. The process starts with analyzing the task at hand, followed by actively monitoring progress, and evaluating performance.
<b>Simulation</b>	It is a computer program or model that imitates real-world processes or systems.
<b>Virtual learning</b>	Refers to an instructional approach in which teacher and students are separated by time or space and communicate through digital technologies, primarily in asynchronous form. It can take place in virtual or simulated environments. It provides learners with interactive and immersive experiences that mimic real-world scenarios.

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