Glossary

Active Learning Methodologies: Active learning can be defined as the process of acquiring knowledge, skills, values and attitudes by any educational strategy that involves or engages students in the process by leading them to activities and debates, instead of just putting them in the position of passively listen to the information given by the teacher (Anastasiou & Alves, apud Konopka et all, 2015). This concept includes all practices that accomplish group exercises applied to real life situations and/or to new problems. Therefore, active learning encompasses a wide and varied set of techniques or methods that commonly require students to perform significant proactive activities by being aware and responsible for what is being done (Prince, apud Konopka et all, 2015).

Competency-based learning: Competency is “a combination of skills, abilities, and knowledge needed to perform a specific task”. Competency-based learning is the result of integrative learning experiences in which skills, abilities, and knowledge interact to form learning bundles that have currency in relation to the task for which they are assembled. “There are clear advantages for students in competency-based learning models. Because learning can be described and measured in ways that are apprehended by all parties, competencies permit the learner to return to one or more competencies that have not been mastered in a learning process rather than facing the unwelcome prospect of repeating one or more traditional courses. Competencies also provide students with a clear map and the navigational tools needed to move expeditiously toward their goals”. (Voorhees, 2001, p. 8)

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Global competences: Global competence is a multidimensional capacity. Globally competent public servants understand the interactions between local and global policy issues, understand and appreciate different (intercultural) perspectives and world views, interact successfully with others (including in international forums), and take responsible action toward sustainability and collective well-being.

Hybrid Learning: Hybrid or blended learning is any combination of in-person and remote learning. By no means is it something new. The approach has been implemented for years in education , especially with the disruption of digital technologies. Three distinctive features to categorize hybrid learning:

Time (when): which can be synchronous (at the same time, also known as “real time”) or asynchronous (sequential, at different times) or it can have a bit of both.

Space (where): which can be in person (also known as face-to-face, sharing the same physical location) or can be remote (two or more people in different physical locations).

Interaction (how): which can be unpacked in terms of the direction of the communication (one-way; bi-directional or multi-directional) or type of engagement, from no-participation (an individual is learning alone without interaction with others), limited participation (where the interaction with others is limited, structured or controlled) and high participation (active and dynamic exchange with others is regular and essential). (Barron, 2021)

Immersive learning: Immersive learning is a method that makes use of artificial or simulated environments through which the learners can become completely immersed in the learning process. It has the potential to bring abstract learning scenarios to life, thus making real the very important, but difficult task of recreating interactions for the learners. Immersive learning allows learners to control the outcomes by connecting them with real experiences, but in a safer environment. (Kumar, 2020). It includes gamification strategies, virtual and augmented reality, and any other strategy that immerses the student in a real or simulated learning environment.

Mentoring programmes: Mentoring is a process of personal learning and support for career development, applicable to all leadership, in which the mentor is a leader or a more experienced professional who invests time, shares knowledge and employs their efforts in order to support the life and career planning / development of his/her mentee, providing guidance, practical examples and challenges to enrich his/herway of thinking and develop his/her personal and professional potential. (Enap)

Open Educational Resources (OERs): Following UNESCO definition, Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. OER form part of ‘Open Solutions’, alongside Free and

Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms: More information available at: https://en.unesco.org/themes/building-knowledge-societies/oer

Peer-to-peer learning: Peer to peer learning is when one or more students (or co-workers) teach other students (or co-workers), supporting each other throughout the learning process. In an educational setting, students learn from other students, usually through group activities and cooperative learning, engaging with one another as equals (Wooll, 2021) . Other peer-to-peer strategy is to engage people in communities of practice where they can share experiences and develop new skills.

Project / Problem-based learning: Problem- and project-based learning are methodologies based on the concepts of learning by doing. Problem-based learning methodologies can vary, but the essence is to provide students with cases based on real world problems or “simulated problems that students and teachers can explore collaboratively” (Barron et all, 1998, p. 277). “It is crucial to PBL that the problem raise compelling issues for new learning and that students have an opportunity to become actively involved in the discussion of these issues, with appropriate feedback and corrective assistance from faculty members”. (Wikerson and Feleti, apud Albanese and Mitchell, 1993, p. 53). Project based learning normally offers activities centered in everyday stings with tangible outcomes. A relevant problem-based challenge can serve as a scaffold for more open-ended subsequent projects. (Barron et all, 1998, p. 277).