



# **Information technology — Vocabulary — Learning, education and training**



AS 5121:2019

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## Preface

This Standard was prepared by the Australian members of the Joint Standards Australia/Standards New Zealand Committee IT-019, Information and Documentation, Information Technology - Learning, Education, Training and Research, to supersede, AS/NZS 5121:2015.

After consultation with stakeholders in both countries, Standards Australia and Standards New Zealand decided to develop this Standard as an Australian Standard rather than an Australian/New Zealand Standard.

The objective of this Standard is to provide terms and definitions for vocabulary used in the field of learning, education and training (LET) to facilitate international communication in the field. This document also identifies and provides the relationships among the vocabulary ensuring a cohesive and harmonized approach.

This Standard is identical with, and has been reproduced from, ISO/IEC 2382-36:2019, *Information technology — Vocabulary — Part 36: Learning, education and training*.

As this document has been reproduced from an International Standard, a full point substitutes for a comma when referring to a decimal marker.

Australian or Australian/New Zealand Standards that are identical adoptions of international normative references may be used interchangeably. Refer to the online catalogue for information on specific Standards.

# Contents

<b>Preface</b> .....	<b>ii</b>
<b>Foreword</b> .....	<b>iv</b>
<b>Introduction</b> .....	<b>v</b>
<b>1 Scope</b> .....	<b>1</b>
<b>2 Normative references</b> .....	<b>1</b>
<b>3 Terms and definitions</b> .....	<b>1</b>
3.1 General terms .....	1
3.2 Users, organizations, roles .....	2
3.3 Systems and tools .....	2
3.4 Supportive processes .....	3
3.5 Resources and content .....	3
3.6 Teaching and learning .....	3
3.7 Learner information .....	3
3.8 Individualized adaptability and accessibility .....	4
3.9 Metadata for learning resources .....	7
3.10 Collaborative technology .....	8
3.11 Content packaging .....	8
3.12 Quality management, assurance and metrics .....	9
3.13 Delivery of assessments .....	10
<b>Index</b> .....	<b>12</b>
<b>Bibliography</b> .....	<b>17</b>

## Foreword

ISO (the International Organization for Standardization) and IEC (the International Electrotechnical Commission) form the specialized system for worldwide standardization. National bodies that are members of ISO or IEC participate in the development of International Standards through technical committees established by the respective organization to deal with particular fields of technical activity. ISO and IEC technical committees collaborate in fields of mutual interest. Other international organizations, governmental and non-governmental, in liaison with ISO and IEC, also take part in the work.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of document should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see [www.iso.org/directives](http://www.iso.org/directives)).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO and IEC shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see [www.iso.org/patents](http://www.iso.org/patents)) or the IEC list of patent declarations received (see <http://patents.iec.ch>).

Any trade name used in this document is information given for the convenience of users and does not constitute an endorsement.

For an explanation of the voluntary nature of standards, the meaning of ISO specific terms and expressions related to conformity assessment, as well as information about ISO's adherence to the World Trade Organization (WTO) principles in the Technical Barriers to Trade (TBT) see [www.iso.org/iso/foreword.html](http://www.iso.org/iso/foreword.html).

This document was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*.

This third edition cancels and replaces the second edition (ISO/IEC 2382-36:2013), which has been technically revised.

The main changes compared to the previous edition are as follows:

- Many new terms and definitions, originating from documents developed by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*, have been added. None of the terms and definitions from the second edition have been removed.
- This third edition does not have annexes in Russian, Korean, Japanese and Chinese.
- The document has been restructured as per ISO/IEC Directives.

A list of all parts in the ISO/IEC 2382 series can be found on the ISO website.

NOTE In 2015, ISO/IEC withdrew Parts 1–34 of ISO/IEC 2382 and published an English language consolidated version (ISO/IEC 2382:2015), which is available on the ISO Online Browsing Platform at <https://www.iso.org/obp/>.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at [www.iso.org/members.html](http://www.iso.org/members.html).

## Introduction

Information technology gives rise to numerous international exchanges of both an intellectual and a material nature. These exchanges often become difficult, either because of the great variety of terms used in various fields or languages to express the same concept, or because of the absence or imprecision of the definitions of useful concepts.

To avoid misunderstandings and to facilitate such exchanges it is essential to clarify the concepts, to select terms to be used in various languages or in various countries to express the same concept, and to establish definitions providing satisfactory equivalents for the various terms in different languages.

The ISO/IEC 2382 series was initially based mainly on the usage in the *Vocabulary of Information Processing* which was established and published by the International Federation for Information Processing and the International Computation Centre, and in the *American National Dictionary for Information Processing Systems* and its earlier editions published by the American National Standards Institute (formerly known as the American Standards Association). Published and Draft International Standards relating to information technology of other international organizations (such as the International Telecommunication Union and the International Electrotechnical Commission) as well as published and draft national standards have also been considered.

The purpose of the ISO/IEC 2382 series is to provide definitions that are rigorous, uncomplicated and which can be understood by all concerned. The scope of each concept defined has been chosen to provide a definition that is suitable for general application. In those circumstances where a restricted application is concerned, the definition may need to be more specific.

Within current practice, diverse terms are commonly used in spite of the fact that no precise definitions are agreed upon. Definitions of terms of this kind are highly dependent on the context in which these terms are used and in such cases a spectrum of definitions will be provided instead of a rigorous and uncomplicated definition.

While it is possible to maintain the self-consistency of individual parts of the ISO/IEC 2382 series, it is recognized that the dynamics of language and the problems associated with the standardization and maintenance of vocabularies can introduce duplications and inconsistencies among parts.

This document is intended to facilitate international communication in information technology for learning, education and training.

It is noted that the terms **learning**, **education** and **training** (LET) are used broadly and in quite different contexts worldwide. As a result, and for the purposes of this document which deals with LET in the context of IT, this restraint of global applicability is evident in the defining of the characteristics and concepts for the definition provided.

Terms defined in this document apply to the subject field of learning, education and training. When terms exist in various subject fields, the applicable subject field is indicated in angle brackets at the start of the definition. In the definitions, examples and notes, words in *italics* are defined in this document. Terms defined in this document are italicized and cross-reference as per ISO 10241-1:2011.

Words which are not defined are used in their normal sense of the word as found in authoritative dictionaries of each language (e.g., The Shorter Oxford English Dictionary, The Concise Oxford Dictionary, The Collins Concise English Dictionary, Webster's New World College Dictionary or Chambers Concise dictionary for English; Dictionnaire Le Robert or Dictionnaire Larousse for French). Natural language use of these words is outside the scope of this document.

The terms in this document are listed in a mixed order reflecting the underlying concept system.

The layout follows the directions given in ISO 10241-1. Thus, the elements (when present) of an entry appear in the following order:

— Entry number

- Terms
  - Preferred term(s)
  - Admitted term(s)
  - Deprecated term(s)
- Definition, specification of domain or subject
- Example(s)
- Note(s)

If needed, for disambiguation, the grammatical context of a term can be defined using the following indicators: noun, verb, adj (for an adjective) and adv (for adverb).

The alphabetical indexes include preferred, admitted terms, and abbreviations.

# Australian Standard®

## Information technology — Vocabulary — Learning, education and training

### 1 Scope

This document provides terms and definitions for vocabulary used in the field of learning, education and training (LET) to facilitate international communication in the field. This document also identifies and provides the relationships among the vocabulary ensuring a cohesive and harmonized approach.

### 2 Normative references

There are no normative references in this document.

### 3 Terms and definitions

ISO and IEC maintain terminological databases for use in standardization at the following addresses:

- ISO Online browsing platform: available at <https://www.iso.org/obp>
- IEC Electropedia: available at <http://www.electropedia.org/>

#### 3.1 General terms

##### 3.1.1

##### **learning**

acquisition of knowledge, skills or attitudes

##### 3.1.2

##### **training**

development of skills and/or understanding through procedurally defined *learning activities* (3.5.3) focused on a specific application

##### 3.1.3

##### **web-based learning**

*online learning* (3.1.4) that uses web and internet-based technologies

##### 3.1.4

##### **online learning**

*learning* (3.1.1) enabled via connection to an *IT system* (3.8.8)

##### 3.1.5

##### **blended learning**

combination of *online learning* (3.1.4) with face-to-face or *offline learning* (3.8.20)

##### 3.1.6

##### **computer-supported collaborative learning**

CSCCL

activities involving resources, tasks or support systems (human or otherwise), facilitated by information and communication technologies (ICT), that contribute to the effect of collaborative learning

##### 3.1.7

##### **computer-based learning**

use of information processing systems as *learning* (3.1.1) tools

##### 3.1.8

##### **computer managed learning**

*learning* (3.1.1) where administrative processes (such as registration, scheduling, control, guiding, analysing and reporting) are facilitated by information processing systems