



SUSTAIN
Sustaining Development in Early School Education
518321-LLP-2011-TR-COMENIUS-CMP

GLOSSARY OF METHODOLOGICAL TERMS



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INTRODUCTION

Sustainable development is described by UNECE¹ as being underpinned by an ethic of solidarity, equality and mutual respect among people, countries, cultures and generations; it is in harmony with nature and meets the needs of the present generation without compromising the ability of the future ones to meet their own needs. The development of sustainable societies is a continuous learning process.

Education has a crucial role enabling people, nowadays and tomorrow's citizens, to contribute to the sustainable development. For this reason it is fundamental to orient education towards it, by developing necessary critical reflection capacities as well as motivating actions that promote sustainable development. Education should work on the ability to create solutions and find new paths for a better future.

As UNESCO² indicates, dealing with Education for Sustainable Development (ESD) and its specific characteristics, the SUSTAIN project promotes the use of a variety of pedagogical techniques that support participatory learning and higher-order thinking skills.

The SUSTAIN project partners contributed collecting, in the following pages, some teaching methods used in the partner countries to support ESD.

This glossary is not comprehensive. It only aims to give an overview on some methods that can support the ESD. It reflects the interests and priorities of the SUSTAIN partners that have contributed to this glossary so far.

If you would like to contribute to the glossary and help this list grow we would love to hear from you.

¹ United Nations Economic Commission for Europe - <http://www.unece.org/environmental-policy/areas-of-work/education-for-sustainable-development-esd/about-us/introduction.html>

² UNESCO: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/education-for-sustainable-development/>

GLOSSARY OF METHODOLOGICAL TERMS

- **CASE STUDY (Doga)**

Case Study are stories. They present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate.

Case studies vary in length and detail, and can be used in a number of ways, depending on the case itself and on the instructor's goals.

A good case study, according to Professor Paul Lawrence is:

“The vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations.”

(Quoted in Christensen, 1981)

Steps to Finding or Creating an Effective Case Study:

- tells a “real” and engaging story
- raises a thought-provoking issue
- has elements of conflict
- promotes empathy with the central characters
- lacks an obvious or clear-cut right answer
- encourages students to think and take a position
- portrays actors in moments of decision
- provides plenty of data about character, location, context, actions
- is relatively concise

- **CIRCLE TIME (CSC)**

The “circle time” is aimed to the establishment of a positive class atmosphere, to foster learning and relations, to develop creativity and collaboration and to push students and teachers to take responsibilities. It is a defined time and space where the components of the class group meet to face a topic or a problem proposed by one or more students, or by the teacher.

The specific characteristics of the *circle time* are:

- a group with peer to peer structure, here the teacher is only a facilitator for the development of the discussion;
- an assessed group, where well defined spaces, times and rules keep constant all along all possible encounters planned
- an atmosphere of listening and respect among members, were participants activate mutual knowledge and communication skills.

In order to activate a *circle time* teachers and educators need:

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- a basic knowledge of the group's dynamic to allow the identification of its specific characteristic;
- the ability to individuate the most appropriate method according with the context;
- the ability to support and foster the group, especially in the first steps of the work, in order to allow an active involvement from the students;
- to carefully observe the group dynamics during the implementation of the activity.

The general goal of the circle time is to favour the mutual knowledge, the assimilation of efficient communication rules, with the aim of educating to listening and to self expression based on values like respect and equity.

Further goals to be reached through this circle time are:

- focusing on a group issue;
- respecting each participant's time and approach to express the proper idea or point of view, waiting for one's own turn;
- accepting and respecting different opinions while feeling free to express different ideas or point of view;
- increasing the inclusion of every participant and fostering those less participative subjects to experience relational issues;
- problem solving through the common research for solutions.

Source:

<http://www.educare.it/j/temi/scuola>

http://en.wikipedia.org/wiki/Circle_time

• **CONCEPT MAPPING (DOGA)**

Concept maps are “the spatial representations of concepts and their interrelationships that are intended to represent the knowledge structures that humans store in their minds” (Jonassen, Reeves, Hong, Harvey, & Peters, 1997, as cited in McAleese, 1998, p. 258). In its simplest form, a concept map would be just two concepts connected by a linking word to form a proposition (Novak & Gowin, 1984, p. 15)—for example, “seeds grow into plants.” Another example of a simple concept map is shown in Figure 1. Meaningful learning proceeds most easily when new concepts or concept meanings are subsumed under broader, more inclusive concepts, concept maps should be organized in a hierarchical way; that is, the more general, more inclusive concepts should be at the top of the map, with progressively more specific, less inclusive concepts arranged below them” (Figure 2).

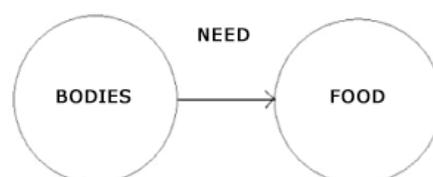


Figure 1. An example of a simple concept map.

Concept maps consist of two things: concepts and the relationships among them. Concepts are usually represented as labeled circles or boxes, which are called “nodes.” Relationships, on the other hand, are represented as lines (or else arcs) or arrows connecting the concepts. Lines are usually labeled with verbs in order to specify the relationships between concepts, while arrows are used to show the direction of the relationship (e.g., one-way or two-way). As concepts are connected through links, they form the statements that Novak and Gowin refer to as propositions.

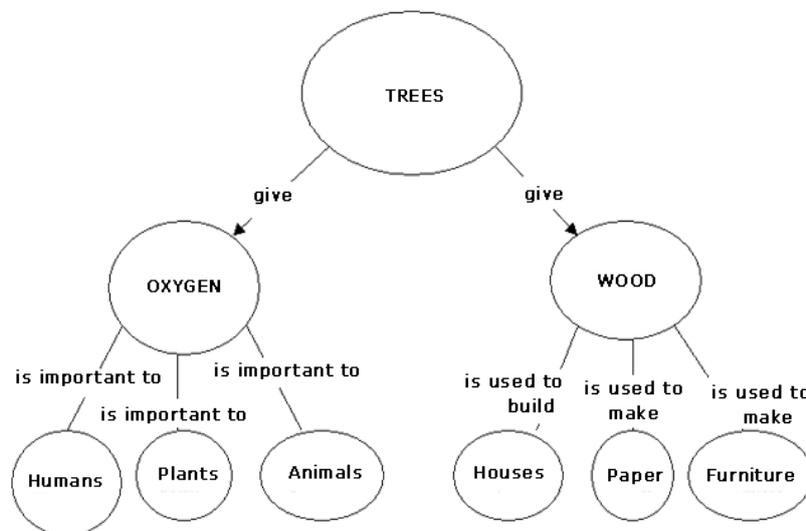


Figure 2. A concept map organized hierarchically.

Source:

<http://ecrp.uiuc.edu/v8n2/birbili.html>

- **COOPERATIVE LEARNING(CSC)**

Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. There are different kinds of groups for different situations, but they all balance some key elements that distinguish cooperative learning from competitive or individualistic learning.

Cooperative learning can also be contrasted with what it is not. Cooperation is not having students sit side-by-side at the same table to talk with each other as they do their individual assignments. Cooperation is not assigning a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping, or sharing material with other students. There is a crucial difference between simply putting students into groups to learn and in structuring cooperative interdependence among students. Learn more about cooperative learning

Why Use Cooperative Learning?

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- Students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes.
- Students enjoy cooperative learning more than traditional lecture classes, so they are more likely to attend classes and finish the course.
- Students are going to go on to jobs that require teamwork. Cooperative learning helps students develop the skills necessary to work on projects too difficult and complex for any one person to do in a reasonable amount of time.
- Cooperative learning processes prepare students to assess outcomes linked to accreditation.

How to Use Cooperative Learning

Cooperative learning exercises can be as simple as a five minute in class exercise or as complex as a project which crosses class periods. Cooperative learning can be used across a wide range of classroom settings ranging from small to large lecture, as well as in online classes.

Sources:

<http://serc.carleton.edu/sp/library/pedagogies.html>

http://www.edscuola.it/archivio/comprendivi/cooperative_learning.htm

- **CREATIVE DRAMA (CSC)**

Creative drama is an improvisational, non-exhibitional, process-centered form of drama in which participants are guided by a leader to image, enact and reflect upon human experience. Winifred Ward is considered the founder of it. This differs from theatre classes in which preparation for a performance is the objective, the emphasis is process rather than product. Creative drama can include dramatic play, story enactment, imagination journeys, theatre games, music, and dance.

The purpose of creative drama is to foster personality growth and to facilitate learning of the participants rather than to train actors for the stage. It may be used to teach the art of drama and/or motivate and extend the learning in other content areas.

Creative drama is usually used with children four to nine years old - ages or stages of development when participants can benefit from dramatic experience if there is no pressure to perform. Participation in creative drama has the potential to develop language and communication abilities, problem-solving skills, and creativity; to promote a positive self-concept, social awareness, empathy, a clarification of values and attitudes, and an understanding of the art of theatre.

The teacher can become a participant and let the children lead the activities rather than being guided through them. Teachers have the freedom to take as much time as needed with their classes.

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One of the most special things about creative drama is that there are no "wrong" answers - through pretending, animals can talk, kids can travel to outer space or the jungle, and the sky can be green while the grass is blue.

Creative drama can help children learn about emotions, problem solving, and relating to other people. Through their experiences with drama, students develop their imaginations and their confidence.

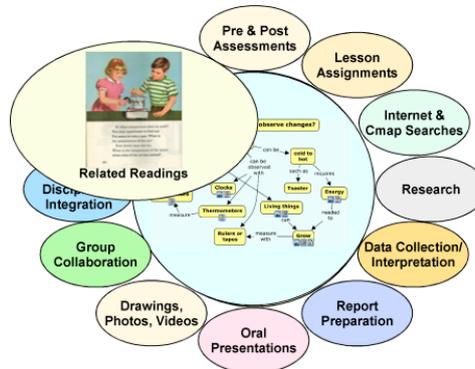
Sources:

- http://en.wikipedia.org/wiki/Creative_drama
- <http://www.creativedrama.com/creative.htm>

To read more about Creative Drama : <http://kmrscripts.com/classroom/cd.html>

- **DISCUSSION (CCTA)**

Discussions include exchange of information for reconstruction of a problem, clarifying and evaluating the alternatives, and an agreement on final decision. Discussions need general



understanding of the main concepts, clear borders of the discussions. The presentation of one's opinion should be neatly organized and supported by facts and proof. Everyone should listen to each other and comment on their opinions.

- **EXCURSIONS AND OUTDOOR LEARNING (UVT)**

Outdoor education can be simply defined as *experiential learning in, for, or about the outdoors*. The term 'outdoor education', however, is used broadly to refer to a range of organized activities that take place in a variety of ways in predominantly outdoor environments. Outdoor education is often referred to as synonymous with adventure education, adventure programming, and outdoor learning, outdoor school, adventure therapy, adventure recreation, adventure tourism, expeditionary learning, challenge education, experiential education, environmental education, forest schools and wilderness education. "Education

outside the classroom" describes school curriculum learning, other than with a class of students sitting in a room with a teacher and books. It encompasses biology field trips and searching for insects in the school garden, as well as indoor activities like observing stock control in a local shop, or visiting a museum. It is a concept currently enjoying a revival because of the recognition of benefits from the more active style.

Source: http://en.wikipedia.org/wiki/Outdoor_education

- **GOOD PRACTICE ANALYSIS (UVT)**

Method of measuring performance against established standards of best practice. In a general sense, the term best practice refers to the most efficient way of doing something. The fastest method that uses the least resources (including labor and parts) to create the highest quality output is the "best practice." A best practice is a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark.

Sources:

<http://dictionary.sensagent.com/best%20practice%20analysis/en-en/>

http://en.wikipedia.org/wiki/Best_practice

- **INFORMATION AND COMMUNICATION TECHNOLOGIES (UVT)**

ICT are the technologies that help us record, store, process, retrieve, transfer, and receive information. IT and ICT are dependent on each other. IT may refer to the machine and ICT to its products (Asnafi 2005). The concept of IT has been expanded to include electronic communications, and the use of the term ICT reflects that ("Information Technology" 2008). IT may imply one-way communication, while ICT implies interaction between the user and the data (Zamani 2005). IT can be considered the convergence point for communication (Mahdavia 2000: 32). Zins defines IT as the scientific study of products, services and information systems (Zins 2007). IT also refers to a set of disciplines and techniques used in handling and processing data (Rahadoust 2007:138).

New technologies provide opportunities including the ability to tailor learning to the individual (Aminpoor 2007).

There are three approaches to IT and ICT in education that are often discussed:

- IT and ICT in the form of lesson units or workshops for students and teachers.
- IT and ICT as a means of information storage and retrieval and a method of doing research

IT and ICT as the channel for delivering instruction

The influence that IT can have on teaching methods depends on the knowledge and skills of students and teachers, and the implementation of IT and ICT in courses (Kousha 2006). The effect of IT and ICT varies across disciplines. Medicine has been more affected than history, for example. Regardless of the discipline, however, the advantage is that students and teachers are not limited by time and place (Fattahian 2004).

Source: <http://unllib.unl.edu/LPP/ebrahimi.htm>

- **INTERDISCIPLINARY APPROACHES (CSC)**

Interdisciplinary instruction entails the use and integration of methods and analytical frameworks from more than one academic discipline to examine a theme, issue, question or topic. The hallmark of interdisciplinary education is integration of notions and guiding principles from multiple disciplines to systematically form a more complete, and hopefully coherent, framework of analysis that offers a richer understanding of the issue under examination.

How to Teach in an Interdisciplinary way:

Educators must demonstrate or model for students how to approach issues in an interdisciplinary fashion because discipline based learning is the standard teaching structure so they will be unfamiliar with how to synthesize or integrate insights from a range of disciplines into an inclusive framework of analysis. The most challenging part of interdisciplinary instruction is moving beyond examination of an issue from the lens of multiple disciplines, to the synthesis and integration of insights into a more inclusive framework of analysis.

Source: <http://serc.carleton.edu/sp/library/pedagogies.html>

- **LEARNER-DRIVEN EDUCATION**

It is derived from “*Personalized Learning*” which is defined as adjusting the pace (individualization), adjusting the approach (differentiation), and connecting to the learner's interests and experiences. Personalization starts with the learner and is connected with the learners’ interests, aspirations and passions. The learners realize how they learn. Learners still have targets to meet but they have the opportunity to learn according to their own style in means of *multiple intelligence*.

Students are active in the lesson; they are responsible for their own learning. It:

- ✓ Strengthens student motivation
- ✓ Promotes peer communication
- ✓ Reduces disruptive behaviour
- ✓ Builds student-teacher relationships
- ✓ Promotes discovery/active learning
- ✓ Responsibility for one’s own learning

To implement a student-centered learning environment, attention must be given to the following aspects of learning:

- ✓ What the child is curious about learning
- ✓ Teaching strategies to accommodate individual needs: intellectual, emotional
- ✓ Student's social needs: collaboration, communication, peer approval
- ✓ Curriculum goals overall

The learners are involved in planning, monitoring, and reflecting. Problem-Based activities, role-playing, case studies can be effective strategies for “Learner-Driven” lesson plans.

Sources:

<http://www.slideshare.net/bbray/personalized-learning-toolkits-designing-pathways-for-every-learner>

http://en.wikipedia.org/wiki/Personalized_learning

https://en.wikipedia.org/wiki/Student-centred_learning

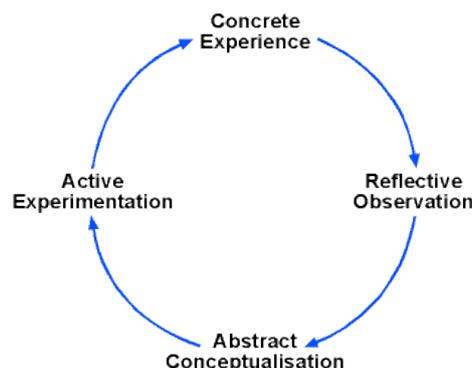
• **LEARNING BY DOING (CSC):**

This is an active teaching method based on practically teaching children the know-how to realize something. It gives them the possibility to get easily aware on something, to understand, memorise and remember through actions.

The teacher have always to stimulate a deep reflection and push the children to acknowledge awareness on every action.

In order to develop the “learning by doing” in the best way possible it is important to match it with the “learning by thinking”. It means that the child must be guided to think on the consequences of his actions, trying to figure out the importance of these. An excellent way to stimulate thinking is to share experience with others (cooperative learning). Even the guided discussion produces a greater awareness and supports learning by doing.

The four-stage model of learning by doing which is elaborated below is that of Kolb. Quite a few theorists have proposed cyclical models to explain how people learn from experience, but they all share the important features of Kolb's model which is itself derived from Lewin. Learning from experience involves four stages which follow each other in a cycle, as in the following diagram.



The terms used here as labels for the four stages come from Kolb's Experiential Learning Theory, and placed in this sequence they form the experiential learning cycle. The cycle can be entered by the learner at any point, but its stages must be followed in sequence.

Sources:

<http://www2.glos.ac.uk/gdn/gibbs/ch2.htm>

<http://www.edscuola.it/archivio/didattica/learning.html>

- **MODELING (CCTA)**

Classification of the methods for research of operations in education. One of the most important tasks for the researchers is the foundation of models of the researched objects. For this purpose we use the model of modeling. A main concept when modeling is the concept of model, which means a simplified system which has material and substantial or abstract character. This system presents only separate but important characteristics of the researched object, called prototype.

There are several types of modeling which can be grouped into two sections:

- materials and substantial modeling – the model is realized as a material object (experiential system, device, machine, etc.);
- abstract and logical modeling – the models are presented with mathematical means.

2. Methods of modeling

a) physical modeling – the models recreate the researched phenomenon, while preserving its physical nature. For this type of modeling we use physical models on which we carry out the experiments. The degree and character of similarity between the model and the prototype is defined by the so called criteria of similarity.

Theorem 1. The model and the prototype are similar, if the values of the criteria are equal.

Theorem 2. Functional dependences between the characteristic for the process physical quantities can be presented as dependences between the criteria of similarity.

- **PERCEPTUAL MAPPING (Doga)**

Is a diagrammatic technique used to visually display the perceptions of individuals. In other words, it is a tool that attempts to map the individuals' perceptions and understandings in a diagram. Perceptual maps also display ideal points. Each dot represents one respondent's ideal combination of the two dimensions. Some maps plot ideal vectors instead of ideal points.

As teachers, we can use this mapping style in order to help the students to be aware of their and others' priorities and preferences. The students can prepare a survey about the public's eating habits to analyze the good and bad habits.

In contradistinction to "**concept mapping**", we are limiting the items (vectors) of the map in order to help the students to analyze the inputs.

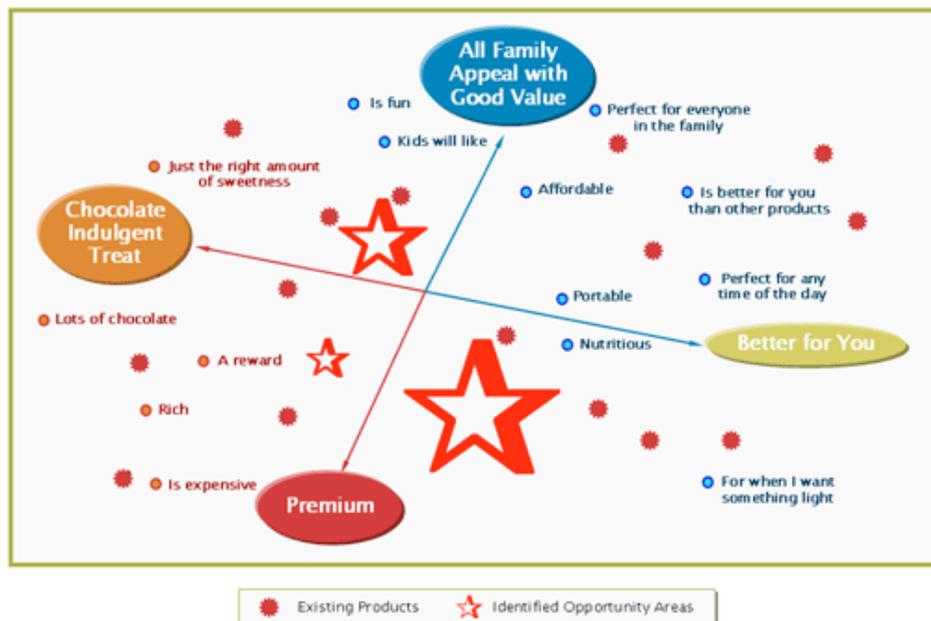


Figure 1: FOOD AND BEVERAGE TO HEALTH CARE

Source: <http://www.knowledgenetworks.com/business-solutions/opportunity-id.html>

- **PHILOSOPHICAL INQUIRY (Doga)**

This is a textbook for teachers, that demonstrates how philosophical thinking can be used in teaching children. It begins with the assumption that what is taught in schools is not (and should not be) subject matter but rather ways of thinking. The main point is that the classroom should be converted into a community of inquiry, and that one can begin doing that with children. Based on the curriculum that Matt Lipman has developed at the Institute for the Advancement of Philosophy for Children, which he heads, this book describes the curriculum and explains its use. The text is self-contained, however. This revision is thorough- goin Philosophy Goes To School

Matthew Lipman

Publication Year: 2010 Избери си, но посочи, от къде е взето и какво може да се прочете още.

- **PROBLEM SOLVING (CCTA)**

Problem-solving is written presentation of a probable situation. It develops skills for solving problematic situations and usually there is more than one right solution. Problem-solving is used as an opportunity for encouraging group discussions. In many cases, problem-solving reveals values, concepts and attitudes through ranking-tasks.

- **PROJECT BASED LEARNING (UVT)**

It is a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline.

Project Based Learning is generally done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Finally, Project Based Learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

Source: <http://pbl-online.org/About/whatisPBL.htm>

- **RECİPROCAL MAİEUTİC APPROACH –RMA (CSC)**

The Reciprocal Maieutic Approach (RMA) is a dialectic method of inquiry and "popular self-analysis" for empowerment of communities and individuals and it can be defined as a "*process of collective exploration that takes, as a departure point, the experience and the intuition of individuals*" (Dolci, 1996). Danilo Dolci developed the RMA from the Socratic concept of Maieutic. It derives from the ancient Greek "μαιευτικός", pertaining to midwifery: every act of educating is like giving birth to the full potential of the learner who wants to learn, as a mother wants her child to emerge from her. Socratic maieutic compares the philosopher as a "midwife of knowledge" that does not fill the mind of the student with information but helps him to reach the light, by using dialogue as a dialectic instrument to reach out the truth.

As the name says, RMA is a "reciprocal" process between at least two persons and it is normally done inside a group, with one person that asking questions and others giving answers. It is the reciprocal maieutic communication that brings out people's knowledge, with all participants learning from each other.

The RMA promotes a sense of responsibility among people and can be defined as a "collective exploration process that considers individuals' experience and intuition as a reference point". In the Mirto Educative Centre Dolci Danilo Dolci and his collaborators tried out the RMA in the educational field.

Assumptions

- Dialogue as a tool for reciprocal research and active participation.
- Each person has an inner knowledge that comes from experience.
- Knowledge is dynamic and in constant evolution and it should be built within a group.

-Everybody being in connection inside a group can be an element of change

Characteristics

Emphasis on the individual and group experience.

Deep grassroots analysis/participation of everybody in the process whereby we understand our real needs and our responsibility to make a change.

Connection with reality in order to identify concrete problems, develop reciprocal awareness and find positive solutions.

The horizontality of the process: sharing of power instead of domination/concentration of power.

Active participation. Active listening. Communication. Confrontation. Cooperation. Nonviolence. Creativity. Self-reflection. Openness.

To read more about RMA:

<http://reciprocalmaieutic.danilodolci.it/wp-content/uploads/2011/09/English.pdf>

- **ROLE-PLAYING (CCTA)**

Serve for teaching and education of the participants. Role-playing is usually in the form of theatrical improvisation on a given topic. The participants experiment and learn new behavioral styles through recreation of a concrete situation. Role-playing emulates the real world and give the participants the opportunity to look for alternative approaches when dealing with certain situations

- **SCENARIOS (CCTA)**

A scenario is a description of a person's interaction with a system. Scenarios help focus design efforts on the user's requirements, which are distinct from technical or business requirements. Scenarios may be related to 'use cases', which describe interactions at a technical level. Unlike use cases, however, scenarios can be understood by people who do not have any technical background. They are therefore suitable for use during participatory design activities.

- **SIMULATION (CCTA)**

Simulations usually are expanded role-play games with a set scenario, do not include pure improvisation, drawing on the participants' experience. Simulations present the opportunity to experience a challenging situation in safe environment. Simulations stimulate emotional empathy and are a powerful tool for experiential learning. It is very important to share experiences after the simulation.

- **SOCRATIC INQUIRY (Doga)**

It is named for the Greek philosopher Socrates, who believed that questions — not answers — stimulate learning. Some old Greek philosophers believed that the knowledge preexists in humans' mind. In this sense by Socratic questioning, instead of teaching new things, the pre-existing knowledge is being found by the learner. As it is based upon making what exists out, it is also called as “Maieutic Method”.

In Socratic Inquiry, asking pre-preliminary questions is one of the most important elements. These questions form the basis of the following questions and should have continuing quality. While preparing these questions, a secret concept (which doesn't take place in the text) is being chosen according to the learners' level.

In our lesson plans, we will use Socratic Inquiry as a step for “Philosophical Inquiry” method.

- **SURVEY(CCTA)**

A survey is a data collection tool used to gather information about individuals. Surveys are commonly used in psychology research to collect self-report data from study participants. A survey may focus on factual information about individuals, or it may aim to collect the opinions of the survey takers. Learn more about some of the advantages and disadvantages of using surveys in psychological research

- **VALUES CLARIFICATION (Doga)**

The object of the values clarification strategy is not to teach specific values, but to make students aware of their own personally held values and of the way in which their values compare to those of friends, adults, different groups in society, and even other societies in other times. It is hoped that, as this awareness increases, students will reconsider and perhaps modify poorly founded values while, at the same time, hold more confidently values which stand the test of review and comparison.

Example of Value Clarification Exercise: “A Scene from a Movie or a Play”

A teacher obtains the script from a play, TV show, or a movie and duplicates a small part of it. Students act it out, but it is cut off before there is any solution to the problem. The students then take over and discuss what should have been done, how this situation was like something in their own lives, etc. Showing films which are cut prematurely can also lead to interesting discussion.

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Raths, L.E., Harmin, M., & Simon, S.B. Values and Teaching (2nd ed.). Columbus, OH: Charles E. Merrill, 1978)

Simon, S.B., Howe, L.W., & Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing, 1972).

- **WORKPLACE EXPERIENCE (CCTA)**

Work experience is the linking of a period of activity in a work setting (whether paid or voluntary) to the programme of study, irrespective of whether the work experience is an integral part of the programme of study.

Work experience can take a variety of forms ranging from traditional placements (internships, co-operative study), through 'live' project work, to part-time employment. Three main categories of work experience can be identified (Harvey et al. 1998; Little et al. 2001; Harvey et al., 2002):

- organised work experience as part of a programme of study;
- organised work experience external to a programme of study;
- ad hoc work experience external to a programme of study.

There is some overlap between categories. Voluntary work, for example, can sometimes be accredited by institutions, is sometimes organised as external to the programme of study, or may be ad hoc work undertaken by students.

Source: <http://www.qualityresearchinternational.com/glossary/workexperience.htm>