INTERNATIONAL STANDARD

ISO 29995

First edition
2021-05

Education and learning services — Vocabulary

Services d'éducation et d'apprentissage — Vocabulaire

iTeh STANDARD PREVIEW
(standards.iteh.ai)

ISO 29995:2021
https://standards.iteh.ai/catalog/standards/sist/5f7ce576-a096-4dfe-a3bc-
8e39ab5a4206/iso-29995-2021

Contents

iTeh STANDARD PREVIEW
(standards.iteh.ai)

Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

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 ISO documents 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).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO 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).

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.

This document was prepared by Technical Committee ISO/TC 232, *Education and learning services.*

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.

Introduction

This document contains 100 terminological entries. The entries are arranged in different categories, logically based on different items and contents involved in education and learning services (e.g. organization, person, activity, assessment, evaluation, resource and document, management system). An alphabetical index is provided at the end of this document.

The harmonization of terms and definitions in the field of education and learning services at the ISO level is important, although some terms and definitions are used inconsistently. Listing all the terms and definitions does not endorse this inconsistency but provides a reference for related standards development and revision, and encourages this harmonization work.

iTeh STANDARD PREVIEW
(standards.iteh.ai)

ISO 29995:2021
https://standards.iteh.ai/catalog/standards/sist/5f7ce576-a096-4dfe-a3bc-
8e39ab5a4206/iso-29995-2021

iTeh STANDARD PREVIEW
(standards.iteh.ai)

Education and learning services — Vocabulary

1 Scope

This document is the source document for the terms and definitions of ISO/TC 232, *Education and learning services*.

This document is intended to provide a reference for standards users and developers, as well as to facilitate communication and common understanding of the terms within the field of education and learning services and the scope of ISO/TC 232.

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 service
sequence of activities designed to enable *'B' learning* (3.3.2)

3.1.2
educational service
process (3.7.8) that supports acquisition and development of *'A' learners'* (3.2.7) *'A' competence* (3.4.13) through *teaching* (3.3.10), learning or research

3.2 Terms related to organizations and people

3.2.1
organization
person (3.2.6) or group of people that has its own functions with responsibilities, authorities and relationships to achieve its *objectives* (3.7.6)

Note 1 to entry: The concept of organization includes, but is not limited to, sole-trader, company, corporation, firm, enterprise, authority, partnership, charity or institution, or part or combination thereof, whether incorporated or not, public or private.

3.2.2
educational organization
organization (3.2.1) whose core business is the provision of *educational products* (3.6.2) and *educational services* (3.1.2)

Note 1 to entry: This can include an educational organization within a larger organization whose core business is not education, such as a professional training department.

3.2.3
learning service provider
LSP
organization or individual providing *learning services* (3.1.1) outside formal education, including any associates involved in the provision of the learning service

3.2.4
language-learning service provider
LLSP
organization or individual providing *language-learning services* (3.3.9) outside formal education, including any personnel involved in the provision of the language-learning service

3.2.5
distance learning service provider
DLSP
organization or individual providing *distance learning services* (3.3.5), including any associates involved in the provision of the distance learning services

3.2.6
person
individual
human being, i.e. a natural person, who acts as a distinct indivisible entity or is considered as such

3.2.7
'A' learner
beneficiary (3.2.22) acquiring and developing *'A' competence* (3.4.13) using an *educational service* (3.1.2)

3.2.8
'B' learner
<language-learning services> person engaged in language *'A' learning* (3.3.1)

3.2.9
'C' learner
person engaged in *'B' learning* (3.3.2)

3.2.10
'D' learner
person engaged in distance learning

3.2.11
continuous professional development
ongoing intentional enhancement of professional knowledge or of professional *'B' competence* (3.4.14)

3.2.12
staff
persons (3.2.6) who work for and within an *organization* (3.2.1)

3.2.13
'A' facilitator
person who works with *'C' learners* (3.2.9) to assist them with *'B' learning* (3.3.2)

Note 1 to entry: A facilitator is also often referred to as a *teacher* (3.2.15), a trainer, a coach, a tutor or a mentor.

3.2.14
'B' facilitator
person who works with learners to assist them with learning

Note 1 to entry: A facilitator is also often referred to as a *teacher* (3.2.15), a trainer, a coach, a tutor or a mentor.

3.2.15
teacher
person whose job is to provide instruction and facilitate *'A' learning* (3.3.1), whether in an educational institution or professional training environment

3.2.16
educator
person (3.2.6) who performs *teaching* (3.3.10) activities

Note 1 to entry: In different contexts, an educator is sometimes referred to as a *teacher* (3.2.15), a trainer, a coach, a facilitator, a tutor, a consultant, an instructor, a lecturer or a mentor.

3.2.17
'A' interested party
stakeholder
person (3.2.6) or *organization* (3.2.1) that can affect, be affected by, or perceive itself to be affected by a decision or activity

Note 1 to entry: ISO 21001:2018, Annex C, gives a classification of interested parties in *educational organizations* (3.2.2).

3.2.18
'B' interested party
individual, group or organization with a direct or indirect interest in the *learning service* (3.1.1), including its management and outcomes, or the processes involved, or both

3.2.19
'A' sponsor
<language-learning services> organization or individual that acquires *language-learning services* (3.3.9) on behalf of *'B' learners* (3.2.8), that provides financial or other support for them, or has a vested interest in the outcome of the language learning

Note 1 to entry: Sponsors include corporations, government agencies and persons.

3.2.20
'B' sponsor
organization or individual that acquires *learning services* (3.1.1) on behalf of *'C' learners* (3.2.9), that provides financial or other support for them, or that has a vested interest in the outcome of the *'B' learning* (3.3.2)

Note 1 to entry: Sponsors include corporations, government agencies and individuals.

3.2.21
'C' sponsor
organization or individual that acquires *distance learning servic*es (3.3.5) on behalf of learners, provides financial or other support for them or has a vested interest in the outcome of the learning

EXAMPLE   Corporations, government agencies, persons.

3.2.22
beneficiary
person (3.2.6) or group of people benefiting from the products and services of an *educational organization* (3.2.2) and whom the educational organization is obliged to serve by virtue of its *mission* (3.7.18)

Note 1 to entry: ISO 21001:2018, Annex D, includes a list of beneficiaries.

3.2.23
instructional designer
person who crafts content for a learning experience, using systematic methodologies and instructional theory

Note 1 to entry: Instructional designers can work alone or lead teams that include writers, editors, graphic designers, artists, subject matter experts, assessment specialists and other professionals tasked with the work of content and curriculum development. In a small enterprise or institution, a single individual can play the roles of both instructional designer and facilitator.

Note 2 to entry: It includes a scope and sequence, curriculum and syllabus for the distance learning experience.

3.2.24
technical literacy
ability to use, manage, understand and assess technology

3.3 Terms related to education and learning activities

3.3.1
'A' learning
<language-learning services> acquiring knowledge, behaviour, skills, values, preferences or understanding in the language domain

3.3.2
'B' learning
acquiring knowledge, behaviour, skills, values, preferences or understanding

3.3.3
'C' learning
acquiring knowledge, behaviour, skills, values, preferences or understanding

3.3.4
lifelong learning
provision or use of learning opportunities throughout people's lives in order to foster their continuous development

3.3.5
distance learning service
sequence of activities, designed to enable learning, delivered while learners and facilitators are separated by time, space or both

EXAMPLE   Correspondence courses, online learning and mobile learning.

3.3.6
e-learning
'A' learning (3.3.1) facilitated by information and communications technology

3.3.7
'A' blended learning
combination of face-to-face *'A' learning* (3.3.1) with *e-learning* (3.3.6)

3.3.8
'B' blended learning
combination of different modes of *'B' learning* (3.3.2)

Note 1 to entry: Modes of learning include face-to-face learning and IT-supported learning.

3.3.9
language-learning service
process or sequence of activities designed to enable language learning

3.3.10
teaching
working with *'A' learners* (3.2.7) to assist and support them with learning

Note 1 to entry: Working with learners implies designing, leading and following up learning activities.

Note 2 to entry: Teaching can combine different roles: content delivery, facilitation, mentorship, community building and, to a certain extent, counselling and providing academic guidance.

3.4 Terms related to assessment

3.4.1
'A' assessment
<language-learning services> gathering of language data to determine the language ability of an individual language *'B' learner* (3.2.8) or group of learners

3.4.2
'B' assessment
test, examination, observation or other process designed to measure an examinee's knowledge, competence or performance in a defined area against specific reference points or standards (educational or professional)

3.4.3
'C' assessment
gathering of data to determine the *'B' learning* (3.3.2) outcomes of an individual *'C' learner* (3.2.9) or group of learners

3.4.4
assessor
person or organization responsible for interpreting an examinee's performance on the assessment tasks and providing appropriate reporting and feedback to examinees and the client

Note 1 to entry: Assessors are competent to make decisions about the use and interpretation of assessment procedures. In relation to psychological testing, in some countries they are referred to as "test users" to distinguish them from "test proctors", "test administrators" or "monitors". Assessors can be employees of the service provider or the client, or third parties contracted for the purposes of the assessment.

3.4.5
proctor
invigilator
authorised person who administers or supervises an assessment

3.4.6
scorer
rater
qualified and trained person who assigns a score to an examinee's performance based on defined criteria

3.4.7
assessment developer
organization or individual responsible for the planning, development, delivery and quality assurance of assessments

3.4.8
assessment sponsor
organization or individual accountable for the acquisition, development or selection of assessments

3.4.9
diagnostic assessment
assessment which identifies what the learner already knows, the nature of any difficulties that the learner has, or both