

Glossary of Terms Used

Where formal definitions are available in relatively recent official documents of the appropriate national departments of South Africa and other bodies responsible for key dimensions of education and training (e.g. SAQA), preference is given to these definitions. In some cases, recent developments and publications require new definitions, some of which might only be working definitions. In other cases, definitions from the European Union are used, since they reflect the realities of the use of ICT-based resources and facilities best of all recent definitions. The sources are indicated below and in the full bibliography.

Articulation “Articulation is the ‘action or manner of jointing or interrelating,’ and it is what allows multiple sectors or branches of education, each with its own distinctive characteristics, to function as a system. Through the process of articulation, institutions assess learning acquired elsewhere, in order that credit towards their own credentials may be provided.

Articulation is a process involving a series of transactions that: relies on faculty decisions; acknowledges the different character and missions of institutions and the integrity of programs; is built on trust and on many years of interaction in articulation committees; and results in the awarding of transfer credit.”¹

In the South African education system, articulation refers to more than the transfer of credit and the concept is found in all areas of the system – formal, non-formal and informal, and especially in the context of the world of work and workplace training. It also informs learning pathways for both the learner and the provider of training.

Computer literacy See *Computer skills* below.

Computer skills Computerskills refer to the ability to utilize the software and hardware of the computer. These skills do not necessarily include the ability to use these skills towards the achievement of specific purposes and within the context of the Information Society and Knowledge Economy. For the latter, see *e-skills* below.

Creative industries “The creative industries: are the cycles of creation, production and distribution of goods and services that use creativity and intellectual capital as primary inputs; constitute a set of knowledge-based activities, focused on but not limited to arts, potentially generating revenues from trade and intellectual property rights; comprise tangible products and intangible intellectual or artistic services with creative content, economic value and market objectives; stand at the crossroads of the artisan, services and industrial sectors; and constitute a new dynamic sector in world trade.” [UNCTAD definition] (UNDP, 2010, p. 8)

Distance education “Distance education is a set of teaching and learning strategies (or educational methods) that can be used to overcome spatial and/or temporal separation between educators and students. However, it is not a single mode of delivery. It is a collection of methods for the provision of structured learning. It avoids the need for students to discover the curriculum by attending classes frequently and for long periods. Rather, it aims to create a quality learning environment using an appropriate combination of different media, tutorial support, peer group discussion, and practical

¹<http://www.bccat.ca/articulation/resources/handbook/articulation/>

sessions. For funding purposes only, it may become necessary to develop a more quantifiable definition.” (DHET, 2012, p. 5)

e-Astuteness “The capacity to continuously appropriate the technology into personal work, education, business, social and family contexts for both personal and collective benefit”²

e-Education “e-Education involves e-teaching and e-learning along with the various administrative and strategic measures needed to support teaching and learning in an Internet environment.”

In South Africa the designation “e-education” is largely used with reference to the school environment.

e-Enablement of government services e-Enablement of government services is the process whereby the delivery of current or new services by government (national, provincial, local) is made possible through the use of ICT technologies. This often requires a reconceptualization of the nature of the services, capacity development of workers involved and appropriate steps to ensure that citizens have access to e-services and are able to make use of it.

e-Entrepreneurship “e-Entrepreneurship refers to establishing a new company with an innovative business idea within the Net Economy, which, using an electronic platform in data networks, offers its products and/or services based upon a purely electronic creation of value. Essential is the fact that this value offer was only made possible through the development of information technology.” (Kollmann, 2006)

The designation e-entrepreneurship is also used for the support that information and communication technologies can provide to entrepreneurs in all areas, enabling them to achieve economies of scale, to be more effective and efficient, and to tap into online networks for business and service delivery. (See (UNCTAD, 2011).)

e-Governance “E-governance comprises the use of information and communication technologies (ICTs) to support public services, government administration, democratic processes, and relationships among citizens, civil society, the private sector, and the state. Developed over more than two decades of technology innovation and policy response, the evolution of e-governance is examined in terms of five interrelated objectives: a policy framework, enhanced public services, high-quality and cost-effective government operations, citizen engagement in democratic processes, and administrative and institutional reform.” (Dawes, 2008)

e-Health: “The use of information and communication technologies (ICTs) for health to, for example, treat patients, pursue research, educate students, track diseases and monitor public health.” (DoH, 2012, p. 7)³

In the context of community-based health services, the following definition is often followed:

“e-Health is an emerging field of health informatics, referring to the organisation and delivery of health services and information using the Internet and related technologies. In a broader sense, the term characterises not only a technical development, but also a new way of working, an attitude, and a commitment for networked, global thinking, to

²See (Mitrovic, Taylor, Sharif, & Wesso, 2013).

³This definition is in following the WHO definition. See <http://www.who.int/topics/ehealth/en/>

improve health care locally, regionally, and worldwide by using information and communication technology” (Leon & Schneider, 2012, p. 6).⁴ See also mHealth.

e-Inclusion “(e-Inclusion is) all efforts by the public and private sector, civil society and the technology community devoted to developing and using ISTs to address issues of societal exclusion in any dimension; creating new opportunities for inclusive empowerment and development through ISTs, and preventing new IST-induced gaps from emerging.” (Bianchi et al., 2006, p. 1) [IST = information society technologies]

e-Learning “e-Learning refers to structured learning opportunities mediated through the use of digital resources (usually combinations of text, audio and visual/video files) and software applications. E-learning may be offered on-line and synchronously (e.g. real-time conference), on-line and asynchronously (e.g. text-based discussion forum) or off-line (e.g. interactive CD/DVD/flash drive). E-learning can be employed in both contact and distance programmes.” (DHET, 2012, p. 5)

e-Literacy e-Literacy is the ability of individuals to use digital tools and facilities to perform tasks, to solve problems, to communicate, to manage information, to collaborate, to create and share content and to build knowledge, in all areas of everyday life and for work. [Working definition used in some e-SI projects.]

e-Participation “e-Participation is a necessary component, or even, more precisely, a prerequisite of e-democracy. It refers to the means of ICT-supported participation in processes concerning administration, policy making, decision making, service delivery, information provision, consultation, deliberation, etc. E-Participation can be divided roughly into three mayor levels: Information (informative public participation); Consultation (consultative public participation); Cooperation (cooperative public participation).”⁵

e-Readiness “e-Readiness is a measure of the quality of a country’s ICT infrastructure and the ability of its consumers, businesses and governments to use ICT to their benefit. When a country uses ICT to conduct more of its activities, the economy can become more transparent and efficient.” (EIU, 2009) Since 2010, the index is called “digital economy rankings”, sometimes still referred to as “e-readiness (index)”.

The World Economic Forum’s annual rankings calls itself the “Networked Readiness Index”, which differs slightly from the EIU’s measurements of e-readiness. In the general public, these rankings are also referred to by the name “e-readiness”.

The WEF’s index measures: “The friendliness of a country’s market and regulatory framework in supporting high levels of ICT uptake; the degree of a society’s preparation to make good use of an affordable ICT infrastructure; the efforts of the main social agents—that is, individuals, business, and government—to increase their capacity to use ICT as well as their actual use of ICT in their day-to-day activities; and the broad economic and social impacts accruing from ICT and the transformation of a country toward an ICT- and technology-savvy economy and society.” (Dutta & Bilbao-Osorio, 2012, p. xii)

e-Skills “...the ability to use and develop ICTs within the context of an emerging South African Information Society and global Knowledge Economy, and associated competencies that enable individuals to actively participate in a world in which ICT is a

⁴See also (McNamara, 2007).

⁵<http://eparticipation.eu/information/e-participation/>

requirement for advancement in government, business, education and society in general" (NeSPA, 2010).

e-Social astuteness e-Astuteness when applied to benefit a community's socio-economic context (and possibly combined with other "e-Astute" community members), transitions into e-Social Astuteness, i.e. it becomes a smart way to apply acquired e-skills for everyday socio-economic development and better life opportunities for all.

Formal learning "Formal learning means learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma [or a degree – e-SI]; it includes systems of general education, initial vocational training and higher education" (EU, 2012)

ICT practitioner skills "These are the capabilities required for researching, developing, designing, strategic planning, managing, producing, consulting, marketing, selling, integrating, installing, administering, maintaining, supporting and servicing ICT systems."⁶

Informal learning "Informal learning means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child)" (EU, 2012)

Information literacy The Prague Declaration of 2003 defines Information Literacy as follows: "Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning." (UNESCO, 2003)

Information society An information society is a society in which information plays a key role, namely the creation, management, distribution, diffusion, use, integration, manipulation and exploitation of information. Handling information in these, and other, ways becomes a significant economic, political, and cultural activity. (In a broad sense, this term often means the result of the process of societal changes that is driven by the rapid spread of ICT.)

Knowledge economy This term denotes the emerging economic structure in which economic success is increasingly based on the effective utilisation of intangible assets such as knowledge, skills, creativity and innovative potential as the key resources for competitive advantage and the creation of wealth.

⁶http://ec.europa.eu/enterprise/sectors/ict/e-skills/extended/index_en.htm

Media literacy "Media literacy is defined as the ability to access, understand, critically evaluate and create media content. It is essential for the development of active and aware citizenship. It gives ... citizens the opportunity to better pinpoint the cultural and economic dimension of all types of media associated with digital technology (television, cinema, video, websites, radio, video games and online communities). A high level of media literacy can contribute to achieving the Lisbon objectives by fostering the emergence of a knowledge economy and by boosting competitiveness in the Information and Communications Technology (ICT) and media sectors."⁷

mHealth "Mobile health information technology (or mHealth) is a sub section of eHealth in that it refers specifically to the use of mobile information technology to improve health service delivery. MHealth technology involves portable hardware devices (such as cell phones, digital pens, PDA or other handheld devices) as well as the software applications and satellite and internet and wireless networks that allow for the rapid transmission, storage and retrieval of electronic data. MHealth can also be used in conjunction with other non-mobile eHealth interventions, for instance, where a clinician can use a portable device to access electronic patient records, for e-Prescribing, ordering diagnostics or managing patient referrals." (Leon & Schneider, 2012, p. 6)

m-Learning "M-learning or mobile-learning refers to e-learning opportunities formatted for access via mobile devices such as netbooks, tablets, smartphones, MP3/4 players etc." (DHET, 2012)

Mobile literacy Mobile literacy refers to e-literacy (see above) as applicable to mobile devices (cell phones in general and tablets)

MOOC "A massive open online course (MOOC) is a type of online course aimed at large-scale participation and open access via the web. MOOCs are a recent development in the area of distance education, and a progression of the kind of open education ideals suggested by open educational resources." (Wikipedia, 26/1/2013) [The phenomenon is MOOCs is changing so rapidly, that there is no comprehensive definition that is widely accepted and recent. The definition of Wikipedia changes frequently.]

Non-formal learning "Non-formal learning means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public." (EU, 2012)

In South Africa, many learning programmes that would be regarded as non-formal learning in other countries, have been formalized in accordance with national learning policies. (SAQA, 2007)

⁷http://europa.eu/legislation_summaries/information_society/strategies/l24112_en.htm

Open Educational Resources (OER) “Open Educational Resources (OER) are educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are freely available for use by educators and learners, without an accompanying need to pay royalties or licence fees. OER is not synonymous with online learning or e-learning. Openly licensed content can be produced in any medium: text, video, audio, or computer-based multimedia.” (DHET, 2012, p. 5)

Qualification “Qualification means a planned combination of learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying learners with specified applied competence and a basis for further learning; it also means the formal recognition of the achievement of the required number and type of credits and such other requirements as may be determined by the South African Qualifications Authority.” (DHET, 2012, p. 6)

Recognition of Prior Learning (RPL) “Recognition of prior learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.” (SAQA, 2002, p. 7)

Short learning programme (often popularly referred to as “short course”) “The term Short Learning Programme describes all short programmes, whether credits are awarded or not, and is inclusive of skills programmes, credit-bearing short courses and non-credit-bearing short courses.

“A short course is a type of short learning programme through which a learner may or may not be awarded credits, depending on the purpose of the programme.

“A Credit-bearing short course is a type of short learning programme for which credits, in relation to the course’s contribution to a unit standard and/or (part) qualification, are awarded. ... A credit-bearing short course usually contains less than 120 credits.

“A Skills Programme is occupationally based and when completed will constitute credits towards a qualification registered on the NQF. Provisioning is undertaken by a training provider accredited by an ETQA.” (SAQA, 2004, p. 14)

Smart Community Knowledge Centres (SCKC) These are “place(s) where citizens can access ICT and learn to use these technologies in a personal (e-astuteness) and socially astute (e-social astuteness) way in order to fulfil their own socio-economic needs and support the fundamental requirements of a developmental state as outlined in the six pillars that underpin the NDP”. (e-SI, 2013, p. 64)

Social innovation “A social innovation is a novel solution to a social problem that is more effective, efficient, sustainable, or just than present solutions and for which the value created accrues primarily to society as a whole rather than private individuals.” (Phills, Deiglmeier, & Miller, 2008)