

# Glossary

Some of the terms used across this book have particular meaning and are also used by others, so it seems worthwhile to initially set out the meanings of a series of keywords.

**Agentic learners** Learners who are proactive and engaged in making meaning and developing capacities in way that are intentional, effortful and are actively criticality in constructing their knowledge.

**Authentic experiences** Those that are experienced and engaged with in circumstances where the occupation to be learnt is manifested. Most often, that is a physical and social setting that can be described as a workplace (or practice setting), but sometimes, as with creative art and musical occupations, the occupation can be enacted in a range of physical and social settings.

**Curriculum** The kinds of learning experiences in practice settings and higher education institutions and how they are organised, sequenced and enacted. Within this definition, subcategories of curriculum are defined as follows:

**Enacted curriculum** What is enacted as shaped by the resources available, the experiences and expertise of teachers and others, their interpretation of what was intended, their values and the range of situational factors that shape students' experiences.

**Experienced curriculum** What students experience when they engage with what was intended through what is enacted, and how they learn through that experiencing, even that which is unintended by those who plan and enact the curriculum.

**Intended curriculum** What is intended to occur by sponsors or developers in terms of educational goals (i.e. what should be learnt) and learning outcomes as a result of the curriculum being implemented.

**Nondirective guidance** A process of advising and supporting the participants in the conception and enactment of their professional development activities.

**Pedagogy** The kind of guidance provided to assist students' learning, in the form of teacherly engagements, information resources, learning support and interactions. This includes promoting learner agency.

**Personal epistemologies** The bases by which individuals come to construe and construct knowledge from what they experience, including their interests, intentionalities (i.e. how they direct their energies and interest) and subjectivities (i.e. sense of selves), which shape how they engage with the process of learning.

**Work-integrated learning (WIL)** The process whereby students come to learn through experiences in educational and practice settings and reconcile and integrate the contributions of those experiences to develop the understandings, procedures and dispositions, required for effective professional practice in their selected occupation, including the criticality and reflexivity.

**Zone of potential development** The scope of learning that can be promoted by individuals alone through their capacities, energies and agency (i.e. personal epistemologies) and that this can take them to the zone of nearest development.

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