

Selected Glossary

Accelerator Model:

A model for teaching/facilitation based on the idea that learners perform optimally when learning challenges create an appropriate level of stress; that is, enough challenge to engage students, yet not overwhelm them

Active Learning:

A mode of learning which puts learners in situations where they are asked to take responsibility for their own learning, thus becoming highly engaged in the construction of knowledge

Activity:

The core unit of instructional design which organizes a unit of time, in or out of class, to address a subset of course learning outcomes

Assessment/Assessing:

A process of determining the quality of a performance, work product, or skill and giving feedback that documents progress (strengths) and suggests ways to improve future performance (areas for improvement) in ways that will help the performer improve his or her future performance

Assessor: The person who is giving the assessment feedback

Assessee: The person whose performance, work product, or learning skill(s) is being assessed

Formative Assessment: Assessment given during the course of a performance or course to help the assessee to prepare better for a final or summative evaluation

Summative Assessment: Assessment given at the completion of a performance, or work product. Feedback is given to help the performer improve in future efforts, but this also includes a final determination of the quality of the performance, work product.

Assessment Culture:

A set of predominating group or organization attitudes and behaviors leading to the habit of continuous improvement

Assumption:

Presuming that a notion, fact, statement, axiom, or postulate is true

Attribute:

A descriptor that helps to define what is meant by a particular performance criterion by identifying a distinguishing characteristic associated with the performance

Behavioral Outcomes:

Habits that a learner ought to have internalized as a result of successfully completing a program or a course of study

Best Practices:

A management idea which asserts that there is a technique, method, process, activity, incentive or reward that is more effective at delivering a particular outcome than any other technique, method, process, etc.

Bloom's Taxonomy (of Educational Objectives):

A pedagogical framework for classifying educational objectives based on their cognitive complexity (knowledge, comprehension, application, analysis, synthesis, and evaluation)

Classification of Learning Skills (for Educational Enrichment and Assessment)

An organizational scheme for instructional design and facilitation that helps educators and learners isolate transferable learning skills that apply to multiple disciplines and which are needed for successful performance in work and in life

Collaboration:

To work jointly with others or together, especially in an intellectual endeavor

Community of Practice (COP)

A group of people who share a concern or a passion for something they do and who interact regularly to learn how to do it better

Construction of Knowledge:

A process by which a learner makes sense of new information by integrating it with what he or she already knows so that all of the information fits into a usable framework. Sometimes this also involves bringing old information together in new ways, or modifying what is already known to more easily accommodate the new information. Knowledge construction can also mean creating new ideas that lead to new knowledge.

Constructive Intervention:

A timely interruption of the learning or work process by a facilitator with questions or actions intended to improve students' learning skills. The purpose is to help students build skills, not to provide answers

Course Design:

The planning process and the product resulting from determining course learning outcomes, content, methodologies, and activities that will be included in the course as well as plans for assessment and evaluation

Critical Thinking:

A process for actively exploring situations by asking relevant questions that elevate understanding in order to better decide what to believe or what to do

Critical Thinking Questions:

A tool used in designing guided-inquiry learning activities that guides students to explore and observe, then to invent or develop an understanding of relevant concepts, and finally to apply this new understanding.

Domain:

A sphere of functioning performance—cognitive, social, or affective (within the Classification of Learning Skills)

Empowerment:

Capability resulting from one's ability, willingness, and confidence to act. Availability of support and resources also play a role. An empowered person is in control of a situation, not controlled by the situation.

Enriched Learning Environment:

An alignment of physical space, learning tools and other resources, curricula, cultural and social processes, facilitation, and assessment practices that, combined, motivate, sustain, and enrich the learning process to produce both high quality learning and personal growth

Evaluation/Evaluating:

A process for determining the quality of a performance that takes a retrospective look at a given process, program, or individual, and based upon pre-established standards, decides its utility, its value, or its applicability

Evaluatee: The person whose performance or work product is judged against a set of standards established outside of the person's control

Evaluator: The person who renders or reports a judgment (conclusion) concerning the performance or work product of an evaluatee against a set of prescribed standards

Evidence:

Collected information that supports a conclusion

Exemplar:

A model worthy of imitation

Facilitation/Facilitating:

Actions taken to help others learn or perform. In a learner-centered paradigm, facilitation takes the place of *teaching*, stressing the centrality of the learner's work in the learning process.

Forms of Knowledge:

Knowledge identified and classified under five types (see below) to help those who design curricula by clarifying all of the content that learners need to master

Concepts: A generalized idea about something or a classification label

Processes: Sequences of steps, events, or activities that, over time, result in changes or products

Tools: Any devices, instruments, or resources that aid in accomplishing a task

Contexts: Understanding relevant concepts, processes, and tools for a particular situation that contribute to successful performance

Way of Being: The thoughts, attitudes, behaviors, and use of language characteristic within a culture, discipline, or knowledge area

General Skills:

Skills (core abilities) that institutions want all of their students to have mastered by the time they graduate; these are at the heart of general education courses

Goal:

The end state or benchmark to which one aspires

Growth/Development:

Positive developmental change resulting from identifying, developing, and internalizing skills and strategies that allow learners to reach higher levels of performance in one or more domains

Guided-Inquiry Learning:

Learning through exploration and discovery facilitated by an instructor who provides students with resources and a guide to follow (contains objectives, performance criteria, and a plan that often includes carefully designed critical thinking questions)

Information Processing:

The most basic level of learning skills in the cognitive domain. Information processing includes the skill clusters of collecting, generating, organizing, and retrieving data and validating information.

Insight:

The identification of new and significant discoveries/ understandings that were gained by studying a performance. Insights include an explanation of why a discovery/new understanding is important or significant and how it might be applied to other situations.

Institutional Effectiveness:

The degree to which an institution (esp. an educational institution) meets its claims as stated in its vision, mission, values, and strategic plan

Instrument

A specific tool used to obtain evidence for a measurement

Knowledge:

The lowest level in Bloom's taxonomy of educational objectives: that is, the awareness or possession of information about facts, ideas, skills, truths, and principles

Knowledge Skills:

Specialized skills anchored in a discipline or a specific context

Knowledge Table:

A tool for analyzing specific cognitive schemes or frameworks (concepts, processes, tools, contexts, and ways of being) within any particular area of knowledge, often for the purpose of course design

Language:

Shared vocabulary with common understanding of meaning

Learner-Centered:

The idea in education (formerly known as *student-centered*) that instructors and institutions should focus on what learners want and need

Learner Development:

The continuous growth of learning skills and processes. Development never ends, but learners who are most fully developed take responsibility for their own learning, direct their own learning, and set their own goals in response to assessment and the desire to improve performance.

Learner Ownership:

The degree to which learners take responsibility for their own learning. This includes not only commitment to getting high grades and recognition, but also demonstrating buy-in and shared commitment by being intrinsically motivated to do one's best to learn.

Learning:

The process of developing skills, acquiring existing knowledge, or discovering new knowledge through instruction or study

Learning Assessment Journal (LAJ):

A journal used to document learning and thoughts, designed to increase the learner's awareness, intentional use, and continuing development of his or her own learning processes and skills

Learning-Centered:

A mode of instruction that views learning as a process that is central and worthy of explicit, conscious development. Due to the rapidly changing nature of our world, it is no longer enough for students to absorb a prescribed body of content knowledge and call themselves "educated"; they must be able to continue learning throughout life and to improve their skills in learning on a continuous basis.

Learning Outcomes:

Clear and precise articulations of what learners are expected to be able to do or achieve by the end of a learning experience. Types of learning outcomes include:

Competencies: The collection of knowledge, skills, and attitudes needed to perform a specific task effectively and efficiently at a defined level of performance

Movements: Documented growth in a transferable process or learning skill

Experiences: Interactions, emotions, responsibilities, and shared memories that clarify one's position in relation to oneself, a community, or discipline

Accomplishments: Significant work products or performances that transcend normal class requirements and are externally valued or affirmed by an outside expert or client

Integrated Performance: The synthesis of prior knowledge, skills, processes, and attitudes with current learning needs to address a difficult challenge within a strict time frame and set of performance expectations

Learning Paradigm:

An orientation towards education that gives primacy to the process of learning over instruction, setting goals which include the conscious development of learning skills as well as content knowledge, and judging success by measuring how well students learn rather than by how expertly material is taught.

Learning Process Methodology (LPM):

A sequence of steps for learners that makes explicit the working habits of expert learners

Learning Skills

Skills employed in the process of learning, embedded in a learner's behavioral repertoire, and transferable across disciplines and contexts, which enable him or her to improve mastery of subject matter. They are essential for constructing knowledge because they "modulate" or influence what learners can achieve at any level. These skills, once identified, can be consciously improved and refined, increasing the rate and effectiveness of learning.

Learning Styles:

Automatic, habitual patterns of learning or processing preferences which are based on habituation of routines and which are acquired over a learner's entire lifetime.

Learning-to-Learn Camp:

An intensive 5-day introductory learning experience designed to equip students with the learning skills they will need to succeed in a higher-education setting. Students "learn how to learn" by developing cognitive, social, affective, and academic skills. Through both success and failure in a mentored community setting they gain confidence in their ability to perform in college as well as accept responsibility for their own learning.

Levels of Learner Knowledge:

Categorization of educational objectives to represent the increasing complexity in the way learners formulate, connect, and present their thoughts (information, conceptual understanding, application, working expertise, and research)

Life Vision:

A mental image of what one would like one's future self and situation to be

Lifelong Learner:

One who applies learning skills to new situations throughout life

Long-Term Behavior:

Habitual behaviors and qualities educators want students to exhibit on their own two or more years after a course or program is completed

Measurement/Measuring:

The process of monitoring and documenting a performance or a product against a scale

Mentoring:

Guiding another person in efforts to improve

Metacognition:

Mindfulness of one's own thinking and learning processes, leading to increased self-awareness and self-control.

Methodology:

An explicitly defined set of multi-step instructions for performing a complex process, designed to enable those who are novices in a skill area to work smarter without having to learn the steps through trial and error

Mission:

A specific task with which a person, group, or institution is charged; a pre-established and often self-imposed objective or purpose

Model:

n. An example for imitation or emulation; a description or analogy used to help visualize something (as an atom) that cannot be directly observed

v. To serve as an example or to demonstrate the way a process is done so that others may learn by emulating

Objective:

Goal for an activity. At the course and program level, these goals coalesce in *learning outcomes*.

Paradigm:

A philosophical or theoretical framework

Paradigm Shift:

A change of thinking, letting go of one philosophical or theoretical framework or perspective, and adopting a new one

Peer Assessment:

Assessment of a performance or work product done by a colleague or peer

Peer Coaching:

Invitation to a colleague to observe and provide feedback about a performance in a classroom using specific criteria that are agreed upon in advance

Performance:

The means by which one produces valued results

Performance Criteria:

Clear and explicit description of a performance which allows all involved (performer, assessor, evaluator, etc.) to have a mutually understood set of expectations by which performance may be measured, assessed, and/or evaluated

Portfolio:

A collection of work samples one has done that can serve both as a personal record of growth and accomplishment, and as a demonstration to others of the quality of work one is capable of producing

Preassessment:

A non-judgmental assessment of one's abilities, strengths, and areas in need of improvement, prior to the start of a course, program, or activity. Such an assessment might be used to determine an individual's fitness for a unit of study, or it may be used as feedback to the student to give him or her an idea of the amount of preparation he or she will need to do prior to the start of the unit of study.

Prerequisite Knowledge:

Background knowledge or understanding required before new learning can occur

Problem:

A question, matter, situation, issue, or person that is perplexing, thought provoking, or difficult to deal with

Problem-Solving:

A process whereby a "best" outcome is determined for some situation, subject to certain constraints, by finding, creating, or developing solutions to a question, matter, situation, issue, or person that is perplexing or difficult to deal with

Process:

A series of actions that add value to a final result

Process Education:

A performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development

Product:

In a learning context this refers to any tangible evidence of performance that can be measured, assessed, evaluated, or be used to demonstrate accomplishment

Professional Development:

Growing and systematically acquiring knowledge and skills in a given discipline. The goal is usually to demonstrate mastery and expertise in fields of knowledge and areas of expertise expected by others within that profession.

Profile:

An exemplar providing a detailed description of the qualities and habits of a star performer within a particular area.

Quality:

n. An attribute or facet of something that can be used to describe it

adj. (High quality) excellent, good, or exemplary

Real-Time Assessment:

Assessment that takes place during a performance or immediately afterwards so that the performer gets immediate feedback.

Reflection:

A thought or opinion resulting from careful, unfocused consideration

Reflective Thinking:

Thinking in a way that enlarges the understanding of ideas, issues, and values, and which improves the quality of student thought from unclear to clear, from unreasoned to reasoned, from unexamined to examined

Research:

Disciplined discovery and public dissemination of new knowledge that is not currently known by a community.

Resource:

Anything that can be drawn upon or used in the service of a goal. Examples include money, tools, facilities, support, materials, time, skills, knowledge, and information.

Role:

The functional description of a person's prescribed orientation, duties, jobs, or obligations

Rubric:

A scoring tool for measuring the level of performance achieved which describes in words what performance looks like at various levels

Scale:

A means in measurement for determining the quality or quantity of evidence

Self-Assessment:

Assessing one's own progress and performance by thinking critically about it for the purpose of growth

Self Grower:

Having developed strong performance/learning skills, self-growers continually use strong self-assessment skills to improve future performance.

Servant Leadership:

Style of leadership that stems from an attitude of personal service with the goal of empowering others within the organization.

SII Method (of Assessment Reporting):

A method of recording and reporting assessment findings which includes a description of the strengths of the performance (including why these are strengths), the areas in which the performance may be improved (including how to implement improvement), and insights for application in other settings.

Student Success:

An ultimate performance goal of higher education institutions and individual educators is to promote the development of students who are able to function effectively as students, and eventually as workers, citizens, and people in all aspects of life

Study Plan:

One of the steps in the Learning Process Methodology in which the learner identifies his or her available time, energy, and material resources; inventories the concepts to study, models and examples to apply, and questions that must be answered; and then develops a study schedule and a plan to self-assess his or her learning process

Team Building:

The process of getting a group to work together productively

Team Reflection:

The process of retrospectively examining a shared group experience to learn from that experience

Theme:

An implicit or recurring idea; a specific distinctive quality, characteristic, or concern. When designing a course, it is helpful to identify themes that permeate the course to guide the organization of learning outcomes and course content in a meaningful way.

Training:

Specialized instruction and practice to become proficient in doing something

Transfer:

To apply learning from one situation or context to another

Underprepared Student:

Any student who needs to develop his or her cognitive, social, or affective abilities in order to succeed in a postsecondary educational experience

Value System:

The base from which one works after one's core values have been clearly defined, prioritized, and integrated into one's plans and actions; the system represents the fundamental beliefs and ideas that serve as personal criteria for choosing among alternatives.