This glossary is taken in part from the glossary prepared for the 2003 EDUCAUSE Learning Initiative (ELI), formerly known as the National Learning Infrastructure Initiative (NLII), focus session on next-generation CMS by Patricia McGee and revised for this book.

A

Accessibility Compliance: Meeting the standards that allow people with disabilities to access information online. Persons with disabilities (e.g., the blind) use a device to “read” the screen (edu•tools, n. d.).

Active Learning: Learners make deliberate choices and actions about what and how they acquire knowledge typically through case studies, reflection, role-play, simulations, etc.

Activity: An objective-driven task that the learner engages in independently or with others and which may or may not result in a product or be assessed.

Adaptive Learning: Allows a learner to make choices within the learning environment about modality preferences (e.g., visual, text, audio, animation, etc.) and structure of learning (e.g., linear, structured, hierarchal, nonlinear, random-accessed)

Adult Learning Theory (andragogy): Stipulates that adults need to know the reason they are learning something, learn through experience, see learning as problem solving, and learn most readily when they can immediately apply what they learn (Knowles, 1984).
Analysis (Bloom’s Taxonomy): The breaking down of material into its component parts so its organizational structure and component parts can be understood (Anderson & Krathwohl, 2001).

Application (Bloom’s Taxonomy): The learner’s use of learned material in new situations. The learner can use and make an abstraction of the material in a concrete context (Anderson & Krathwohl, 2001).

Assessment: The process used to systematically evaluate a learner’s skill or knowledge level (ASTD, n. d.).

Assignment: In general, the output of an activity that results in a product that will be turned in for assessment.

Asynchronous Learning: Learning in which interaction between teachers and students occurs in different times and locations.

Authentic Assessment: Learners perform real-world tasks that demonstrate their ability to apply skills and knowledge in such a manner that their learning can be documented.

Authentic Problems: Curriculum-based scenarios or situations drawn from the real world and used to allow the learner to make connections between theory and practice through application and analysis.

B

Blended Learning: Learning events that combine both online and face-to-face instruction.

Bookmark: A saved location that is stored in a browser for easy and quick retrieval, or a previously accessed resource.

C

CAI (Computer-Assisted Instruction): The computer is a medium of instruction, for tutorial, drill, and practice, simulation, or games. CAI is used for a variety of purposes but most often for introductory learning or remediation.

Case Study: A scenario-based problem for intensive examination, judgment, assessment; provides students practice in applying their analytical and presentation skills and theoretical knowledge. May be constructed by the instructor or learner from real-world events or hypothetical situations.
Cognitive: Mental operations that involve perceptions, judgments, memory, and reasoning (LeFrançois, 1991).

Collaborative Learning: Two or more learners interact as a group to develop a consensual answer that may or may not reflect an absolute or recorded truth but, rather, what the group agrees upon to be a rational and reasonable answer.

Community: A group of individuals who have shared needs, interests, or requirements and who interact and communicate using technology. Online communities encourage and support member-based rules, rituals, and norms (NLII, n. d.).

Competency-Based Instruction (CBI): A learner-centered approach to learning in which the student progresses as specific skills are mastered as indicated by well-defined competencies.

Comprehension (Bloom’s Taxonomy): Interpreting, explaining, or translating information (Anderson & Krathwohl, 2001).

Concept Map: A visual representation of the relationships between concepts, such as categorical, hierarchal, causal, quantitative, similarity/dissimilarity, etc. (West, Farmer & Wolff, 1991)

Conceptual Framework: Organizational posits that illustrate the beliefs, values, and philosophies of an initiative, organization, or body of work.

Constructivism: A philosophy of learning drawn from the work of Dewey, Piaget, and Vygotsky in which learners actively engage in learning experiences that have meaning and relevance to them, acquire knowledge through interacting with content and others, and negotiate meaning through this interaction (TIP, n. d.).

Content: The facts, concepts, and/or generalizations (rules, principles, procedures, and processes) that form the basis of information and knowledge to be learned. Content may be in the form of text, audio, video, animation, and/or simulation.

Context: Situated information and/or environment that have specific characteristics that may not be transferable to other contexts.

Contextual: Information situated within individual, culture, time, place, and other events.

Control: The degree to which an end user (learner or instructor) can make decisions, choices, or changes within a learning context having to do with communication, activities, or interface interaction.
**Cooperative Learning**: Learners work together in a common effort (typically with assigned roles) to achieve a common learning objective.

**Curriculum**: A set of courses, modules, or other organized learning experiences that constitute a complete, cohesive, and coherent program of study.

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**Deeper Learning**: Occurs when students can acquire knowledge in a manner that is enjoyable, without undo stress or discomfort, and with a dedication that is compelling (DiSessa, 2000).

**Digital Drop Box**: Learners submit assignments directly to the instructor within a CMS.

**Disconnected User**: Someone who is not logged into a system and therefore not present.

**Discovery Learning**: A learner-initiated and instructor-supported or technology-supported process through which the learner explores, queries, and browses to determine answers.

**Discussion**: Interactions among individuals in which there is reciprocal communication that can be one-to-one, one-to-many, many-to-many, in the present, or occurring over time.

**Distributed Learning**: Learner and instructor are separated by time and space and interactions are mediated through information communication technologies (ICTs).

**Diverse Learners**: Learning abilities that are non-uniform and vary by learner characteristics such as culture, learning preferences, cognitive abilities, gender, age, and non-academic responsibilities.

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**Engaging**: The design of representations, activities, and tasks that add sensory modalities, interactions, and/or communication options that allow the learner to do more than read text.

**Evaluation, Content** (Bloom’s Taxonomy): The learner makes judgments based on knowledge of the material about the value of its methods and
materials for some specific purpose. Judgments can also be based on supporting evidence (Anderson & Krathwohl, 2001).

**Evaluation, Learning**: Specific tasks, devices, or strategies used to determine the effectiveness of a learning activity.

**Expectations**: What the student and teacher anticipate about their technical and learning experience.

**Exploration**: Students learn most about a particular subject when they learn how to build knowledge for oneself through discovery.

**F**

**Facilitator**: An instructor, peer, or assistant who observes and may participate in course activities in order to solve technical, logistical, or interaction problems and to encourage and provide feedback as the learner learns.

**Feedback**: Information that responds (preferably immediately) to a learner’s completion of assignment or task.

**Field Trips**: Learner moves into a new environment (virtual or real) to examine or experience artifacts, events, or people.

**Formative Assessment or Evaluation**: Ongoing feedback provided to the learner about his or her progress towards achieving a learning goal or objective. Formative assessment supports learner knowledge acquisition as well as provides motivation.

**G**

**Game**: A simulated decision-making scenario in which an individual player or a group of players follow predetermined rules and use tokens to achieve an objective or payoff.

**Goal**: A broad statement of purpose for a course of instruction that does not specify how learning will be accomplished.

**Group Work**: The capacity to organize a class into groups and provide group workspace that enables the instructor to assign specific tasks or projects.
Higher-Order Thinking: Cognitive skills that operate at top levels of Bloom’s Taxonomy: Analyze, Evaluate, Create (Anderson & Krathwohl, 2001).

Independent: To make decisions on one’s own judgment and reasoning.

Individualized Learning: Providing the learner multiple learning paths to meet one objective (CAST, n. d.).

Instructional Design: The process of conceptualizing and creating a series of activities, assignments, and assessments to achieve specific objectives and goals.

Instructivist: A theory of teaching in which the learner is a passive recipient of information (Reynolds, Mason, & Caley, 2002).

Intellectual Property Rights: Involves the legal and ethical rights of the creators of instructional materials (may include faculty, designers, students, etc.) and how they may control the use, replication, distribution, and access of their materials.

Interactive: A student action triggers an event from which the student makes a new decision and facilitates a new action.

Interface Design: The environment in which the content developer or instructional designer functions

Interface, User: The environment in which the learner, instructor, or guest manipulates the learning material.

Journaling: The learner captures ideas over a stated time period; it can be archived in multiple media formats and kept private or shared publicly.

Just-in-Need: Learners are able to access the information or support they need exactly when they need it.

Just-in-Time: Learners are able to access the information or support they need exactly when they want it.
K

Knowledge Types (Bloom’s Taxonomy):

Existing: Recall or identification of previously learned material.

Factual: Identification of empirically documented events.

New: Concepts and/or facts to be examined and fit within existing knowledge structures (Anderson & Krathwohl, 2001).

L

Learner: Any user who accesses or uses resources to gather information, acquire skills, or construct knowledge.

Learner Independence: The amount of self-control a learner is permitted to explore and evaluate new knowledge.

Learner Options: The variety of events, tools, and strategies offered to a student on a given topic.

Learner Preference: Conditions, tools, or resources that a learner may prefer but not require in specific learning activities that facilitate learning.

Learning: The acquisition of knowledge or skill acquired by experience, instruction, or study information which results in new or improved skills, knowledge, behaviors, and/or attitudes.

Learning Content Management System (LCMS): A system in which the content is separated from the organizational and interface structures. Instructional development tools are a part of the LCMS, unlike a content management system.

Learning Object: Any digital resource that can be used and reused to support a learning objective.

Learning Objective: A statement that describes what the learner should be able to do by the end of a learning activity or task. Typically, learning objectives are written as measurable and behavioral outcomes and are often used as an advanced organizer for the learner to focus on desired knowledge acquisition.

Learning Strategies: Procedures, routines, or memory devices that a learner uses to remember and recall information (LeFrançois, 1991). Examples include outlining, note taking, study groups, etc.
Learning Style: A learner’s preferred mode, strategy, or design to learning that may include studying, thinking, or processing information.

Metacognition: Thinking about how one thinks, which includes connecting new information to what one already knows, deliberately selecting thinking strategies, and intentionally monitoring thinking while evaluating thinking processes (LeFrançois, 1991).

Metadata: Metadata is descriptive information about a learning object that is not visible to a user of an object for “purposes of description, administration, legal requirements, technical functionality, use and usage, and preservation” (Baca, n. d., p. x). Metadata is designed to help users and managers locate, organize, access, and use objects differently.

Module: Groups of readings, activities, tasks, and assignments that are organized around a central topic or theme.

Navigation: Systems, menus, or directions provided to users so they can explore, locate, and proceed to different parts of a learning environment through a series of events and requests.

Objective-Driven: Learning experiences that are designed to achieve a specific learning objective.

Organization: The manner in which a curriculum and a learning environment is structured to provide coherent and readily accessible lessons, feedback and support, and interaction and communication.

Outcome: The goal of instruction.

Outline: A text summary that is broken down into main ideas and listed in a numerical or bullet format.

Output: See End Product
Ownership: A feeling or acknowledgment that a user has proprietary and intellectual control of what he or she has created.

P

Pedagogy: Methods, strategies, and activities of teaching.
Peer-to-Peer: Any interaction or communication between two learners.
Performance-Based Outcomes: Learner outcomes that are observable, demonstrated products or behaviors based on standards.
Portal: A dynamic and personalizable Web interface that connects a user to services, people, and functions of their choosing. Examples include chat rooms, courses, records or management systems, e-mail, etc.
Portfolio: A collection of learner artifacts and articulation of beliefs that illustrate and document learning over a period of time.
Practice and Reinforcement: Activities, tasks, and feedback provided to the learner by the instructor or the technical system throughout the initial learning experience (LeFrançois, 1991).
Pre-Assessment: A survey, questionnaire, interview, or other device that allows the instructor to assess the entry-level knowledge and abilities of a learner.
Prescriptive Learning: A process in which only coursework that matches a learner’s identified skill and knowledge gaps is offered to him or her, with the goal of making the learning experience more meaningful, efficient, and cost-effective (ASTD, n. d.).
Procedural Knowledge: The steps taken to complete a process.
Public Viewing: A choice that a learner or instructor can make within a technology-based learning environment that allows general access to material.

R

Real-World Problem Solving: Learning that is situated around an event, case, problem, or scenario. Students collaborate to study issues of a problem while also striving to create viable solutions.
**Reciprocity**: A response from an individual or system that complements an initial action or returns one in kind.

**Reflection**: The cognitive processes that take place when a learner thinks about something that has happened in the past.

**Repository, Digital**: A searchable database that houses digital artifacts such as learning objects.

**Retrieval**: Recalling information stored in long-term memory (LeFrançois, 1991).

**Role Play**: A teaching strategy in which learners act out characters in order to try out behaviors, practice interactions, communicate for a desired outcome, or solve a problem.

**Scaffolding**: The instructor, or a more advanced peer, supports a learner as he or she constructs knowledge.

**Self-Assessment**: Process by which the learner determines a personal level of knowledge and skills through metacognition or testing.

**Self-Directed**: The learner determines such things as content, process for learning, outcomes, etc.

**Self-Paced Instruction**: The learner determines how quickly to complete tasks, activities, or a course of study.

**Simulations**: Highly interactive applications that allow the learner to model or role-play in a scenario. Simulations enable the learner to practice skills or behaviors in a risk-free environment (ASTD, n.d.).

**Situated Context**: A situation that is defined and bound in a particular and specific set of beliefs that includes expectations, operations, and assumptions (LeFrançois, 1991).

**Social**: Any interaction or communication with another person or group of people.

**Social Learning**: Occurs in a learning experience in which participants observe and adopt the behaviors and attitudes of other group members (LeFrançois, 1991).
Standards: Set specifications for packaging and instructional design that are designed to ensure accessibility, interoperability, reusability, and durability (IMS, n. d.).

Student-Owned: Intellectual materials and/or a print, electronic, or artifact created by a learner.

Summative Assessment of Evaluation: Formal and definitive events (such as quizzes, tests, or written/designated products) that document the learner’s degree of mastery of a learning goal or objective.

Syllabus: A text document that describes and explains course goals, topics, activities, assignments, schedule, and resources.

Synchronous Learning: A real-time online learning experience in which all participants present at the same time and interact.

Synthesis (Bloom’s Taxonomy): Putting all of the pieces of the material together to form a new application of the whole (Anderson & Krathwohl, 2001).

Tasks: Specific and discrete actions taken by the learner within an activity.

Teaching: Directed by an expert or more knowledgeable peer, teaching intends to increase or improve knowledge, skills, attitudes, and/or behaviors in a person to accomplish a variety of goals.

Team Learning: Active learning in which group members assume specific roles in order to achieve an outcome.

Template: A set of predetermined elements that are used to replicate a design set for media (e.g., text, Web page, etc.), assignments (e.g., paper, project, etc.), or instructional elements (e.g., syllabus, glossary, calendar, etc.).

Training: A process that aims to improve knowledge, skills, attitudes, and/or behaviors in a person to accomplish a specific job task or goal. Training is often focused on business needs and driven by time-critical business skills and knowledge, and its goal is often to improve performance (ASTD, n. d.).

Transformative Assessment: The purposeful gathering and use of data to ensure that the application of findings and the dissemination of results will substantially change and enrich the learning experience (Brown, 2004).
Units: An instructional plan for a set of learners for a course of study smaller in scope than a course. Units typically include goals, objectives, activities, tasks, and assignments with forms of formative and summative assessment.

Virtual Field Trip: Involve participant interaction within a remote site that is accessed through technology. Unlike real-world field trips, virtual field trips can easily be repeated, can allow learners to proceed at their own pace and to their own depth, can allow them to visit a location they may not be able to physically visit, can provide a risk-free environment, and can provide expert resources.

References


