Index

Symbols

8 learning events model (8LEM) 426, 428–430, 432–433, 436, 438, 464

A
activity theory 188
ADISA 134, 154. See also MISA 4.0
aesthetic experience 91–95, 99, 106–108. See also narrative
aesthetic experience, designing for 95–101
aesthetics 3, 5–7, 9, 12–13, 17, 91–95, 99–100, 104–108, 453
aesthetics, definition 5–7
analysis, design, development, implementation, evaluation (ADDIE) process, analysis 159
analysis, design, development, implementation, evaluation (ADDIE) process, design 159–160
analysis, design, development, implementation, evaluation (ADDIE) process, development 160
analysis, design, development, implementation, evaluation (ADDIE) process, evaluation 160
analysis, design, development, implementation, evaluation (ADDIE) process, implementation 160
analysis, design, development, implementation, evaluation (ADDIE) process model 52, 56, 69, 159–160, 317, 321, 328, 331, 335, 367, 463
analysis objects 219–221
Aristotle’s Incline 96. See also narratives, diagramming of
ASK-LDT 305, 307–308, 310, 314
ASK-LDT tool 419
aspect-oriented programming (AOP) 187

B
blended learning 155–157, 165, 173, 179, 181–184

C
client communication 19, 28
collaborative activities 226, 228–229, 231, 250
collaborative learning 394–404, 409–411
collaborative learning flow patterns (CLFPs) 394, 396, 398, 401–409, 410, 449
communication artifacts 283, 293. See graphical models
complications 96–100. See also narratives, diagramming of; See rising action
computer-supported collaborative learning (CSCL) 395, 397, 403, 409–412
computer-supported collaborative learning (CSCL), script 281, 289, 291, 296–297, 395, 445
computer aided design (CAD) systems 284–285
computer problem-based meta-model (CPM) 254–280
conceptual modeling 160, 164
consummation. See conclusion
consumption 94, 100, 104. See narratives, dia-
gramming of content graphics 348, 356, 363
coopetative learning designs 155
coparative learning environments 155, 182
coperative UML (coUML) 112, 155–184, 325–333
coperative UML (coUML), CAM 330–333
coperative UML (coUML), CSM 330
coperative UML (coUML), modeling artifacts 157–158. See course activity model (CAM); See course package model (CPM); See course structure model (CSM); See documents; See goals; See roles
course activity model (CAM) 157–158. See cooperative UML (coUML), modeling artifacts
course package model (CPM) 158, 371. See cooperative UML (coUML), modeling artifacts
course package model (CPM), diagrams 254, 256, 263–267, 269–270, 272
course structure model (CSM) 158. See cooperative UML (coUML), modeling artifacts
cultural adaptation process (CAP) 56
cultural remnants 59
culture, as design construct 52–75
culture, definition 54–55
culture, models of 55–56
culture based circumference 58
culture based model (CBM) 52–53, 57, 59–61, 63–64, 66
culture based model (CBM), areas. See inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET)
culture neutrality 58
culture sensitivity 56, 62
culture specificity 58

d
denouement 96–99. See also narratives, diagramming of
design documents 366–378
design drawing 33–40, 37–41, 42, 47–48, 345–348, 352, 354–355, 357–358, 363. See also design languages
design drawing, characteristics of 37–41
design drawing, forms of 41–46
design drawing, stages of 38–41
designer-client communications 19
design graphics 348, 351–352, 355–356, 357, 363
design languages 18–19, 23–24, 26–28, 30, 33, 38, 366–367, 370–373, 377–378
design languages, translation 23–30. See also design languages; See also translation
design layers 372–373
design patterns 156
design stories 95–96
design studies 33, 35, 48
developing design documents (3D) model 366–367, 371–374, 376–377
didactical model (DIN) 256, 280, 459
design documents 158. See cooperative UML (coUML), modeling artifacts
drawing 33–40, 42, 44, 46–48, 50, 76, 78, 81–89, 454. See also sketching
drawing, reasons 83–86

E
educational environment modeling language (E²ML), action diagrams 120–125, 127–128, 131
educational environment modeling language (E²ML), activity flow 115–116, 118, 126–129
educational environment modeling language (E²ML), dependencies diagram 115, 118–120, 125–129. See also educational environment modeling language (E²ML), overview diagrams
educational environment modeling language (E²ML), design team 114–115, 128
educational environment modeling language (E²ML), features 115
educational environment modeling language (E²ML), in practice 115–116
educational environment modeling language (E²ML), overview diagrams 116, 120, 125, 127–129, 130
educational modeling languages (EMLs) 185–187, 208, 255–256, 278, 280, 413–414, 419, 424, 436–437
educational unit models, aspects 187–188, 190–191, 204
educational unit models, perspectives 187–190, 192, 198, 205, 208
educational units 185–187, 189–191, 195, 204, 205, 207–208
electronic performance support systems (EPSS) 212, 216–217
ending. See consumption
engagement curves 100–106
engagement curves, plotting of 101–105
expanded mediation model 189–190
**Index**

**F**
- finalist communicative language. See learning design language (LDL)
- finalist communicative languages 112, 231. See also visual instructional design languages (VIDLs)
- firmitas. See Vitruvian values, firmness
- Freytag’s triangle 98–99. See also narratives, diagramming of
- front-end analysis (FEA) 211

**G**
- Gibbons’ model of design layers 372
- goals 158. See cooperative UML (coUML), modeling artifacts
- graphical models 290, 293–295. See communication artifacts
- graphic language 138–139, 145, 150–151. See also visual languages

**H**
- Hofstede’s dimensions of culture 55

**I**
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET) 58, 60, 66
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), assessments area 62–63
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), brainstorming area 63
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), development area 61–62
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), elements area 64–65
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), inquiry area 61
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), learners area 63–64
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), team area 62
- inquiry, development, team, assessments, brainstorming, learners, elements and training (ID-TABLET), training area 65–66
- instructional architect 1, 5, 7–15
- instructional artist 1–3, 5, 7–16
- instructional design (ID), aesthetic qualities of 92–95. See also aesthetics
- instructional design (ID), and globalization 52, 56, 66–68
- instructional design (ID), content layer 352, 355, 357, 360, 362
- instructional design (ID), diagramming of 99–101. See also narratives, diagramming of instructional design (ID), languages 413–415, 425
- instructional design (ID), layers 345, 347–348, 351, 355–358, 360, 362. See also taxonomy; See also typology
- instructional design (ID), narrative based approach 318–322
- instructional design (ID), strategy layer 352, 356–357, 360, 362
- instructional design (ID) languages 187
- instructional design (ID) process 114
- instructional design environment (IDE) 435–436
- instructional design languages. See design languages
- instructional engineer 1, 5, 7–14
- instructional engineering 133, 134, 145
- instructional management systems-learning design (IMS-LD), Collage editor 394, 396, 403–405, 407–409
- instructional management systems-learning design (IMS-LD), design process 308–309
- instructional management systems-learning design (IMS-LD), tools 302–308, 309–310

477
learning designs (LDs)
later designs (LDs) scenario, description 382–383
learning designs (LDs), “high quality” 383–393
learning designs (LDs), “high quality” 383–393
learning designs (LDs), description 382–383
learning designs (LDs), graphical interfaces 305, 310
learning designs (LDs), graphical notations 300, 310–311
learning designs (LDs), resources 380–393
learning designs (LDs), visual sequence (LDVS) 384–388, 390
learning designs (LDs) continuum 418–420, 434, 436
learning models 348, 350, 357, 363. See also instructional models
learning objectives 227, 239, 246
learning object metadata (LOM) 421–422
learning objects (LOs) 136, 143, 216, 220, 225, 416, 418, 421, 423, 426, 437, 438, 443, 446, 459, 465
learning objects (LOs), reusable 419, 426
Learning to Learn project (L2L) 420–422
learning units 135–136, 148
lightweight aspects 112, 114, 116, 128. See educational environment modeling language (E²ML)

M
Marcus Vitruvius Pollio 7. See also Vitruvius
MISA 4.0 134–135, 134–136, 140, 141–142, 147, 154
MISA 4.0, delivery models 133–136
MISA 4.0, documentation elements (DEs) 134–136
MISA 4.0, instructional model 136
MISA 4.0, knowledge model 135–136, 141, 145
MISA 4.0, learning resource models 136
MISA 4.0, problem solving approach 134–136
model-based predictions 286, 294
model for collaborative learning activity design (MoCoLaDoe) 281–282, 292
modeling 226, 228–231, 233, 239–240, 244–245, 249–253
modeling languages 136–137, 141, 145, 148–149, 156, 173, 182–184, 185–186
modélisation d’ojet typé (MOT) 361–362, 371
modélisation d’ojets typés (MOT) modeling language 136–137, 148
modélisation d’ojets typés (MOT) visual modeling language 138–140
modélisation d’ojets typés (MOT+), graphic editor 140
modélisation d’ojets typés (MOT+)LD 133–134, 142–144, 148, 151, 153, 419, 458. See also learning design (LD)
modélisation d’ojets typés (MOT+)OWL 133–134, 145–148, 151, 153, 458. See also ontology web language (OWL)
modélisation d’ojets typés (MOT+) visual modeling editor 136
models 33–36, 36–37, 39, 49, 451. See also design drawing
monitoring 288
multiple cultures model (MCM) 56

N
narratives 91, 94–99, 101–107
narratives, diagramming of 96–99. See also complications; See also consummation; See also denouement; See also plot points; See also rising action
needs analysis 211
needs assessment 210
Net-centric performance improvement (Net-PI) system 221–222
notation systems 19, 29–32, 77, 82, 370–372, 378–379. See also design languages

O
object modelling technique (OMT) 137
ontology web language (OWL) 134
operationalization 228, 250
operational semantics 287–288, 290–291, 295
organizational learning 417, 438, 461
original text 20, 28. See also translation, source text

P
paper 78–82
paper, affordances of 80
paperless office 78–79, 89, 461
pattern-based design 396–402
pedagogical model 140
performance analysis object 219, 220. See learning object (LO)
performance assessment 211
performance case 210–211, 215–219, 221–222, 224
performance case diagram 215, 219
performance case modeling 210–225
performance goals 217
performance roles 216–217, 219
perspective-oriented EML(poEML), adaptability 185–186, 207
perspective-oriented EML(poEML), data package 199–200
perspective-oriented EML(poEML), expressiveness 185, 208
perspective-oriented EML(poEML), flexibility 185–186, 207
perspective-oriented EML(poEML), formality 185–186, 207–208
perspective-oriented EML(poEML), functional package 194–196
perspective-oriented EML(poEML), general issues 191–192
perspective-oriented EML(poEML), order package 200–202
perspective-oriented EML(poEML), participants package 196–197
perspective-oriented EML(poEML), structural package 192–194
perspective-oriented EML(poEML), temporal package 202–205
plot points 96–98, 104. See narratives, diagramming of
prerequisite competencies 135–136
problem-based learning (PBL) situations 254, 256–261, 263–264, 269, 275, 279, 455
Project EnRoLE 390

R
reflective design tools 114
Reload editor 305, 309
reporting graphics 348, 363
representation language 137, 150
rising action 96–97, 99, 106. See narratives, diagramming of
RLOs 426
roles 158. See cooperative UML(coUML), modeling artifacts
S

scaffolding 288–289, 295
second-order learning objects (SOLOs) 256
separation-of-concerns approach 185–188, 191, 208
sketches 112, 130
sketching 34–37, 39–40, 44–45, 46, 46–48, 48–49, 84
SMASH PBL situation 262–266, 270, 273–274
socio-constructivism 229
software, Adobe Director 353
specification 227–228, 232, 234, 242, 244–245, 248, 250–251
static configuration 288, 294
stories 95–103. See also narratives

T

target competencies 135–136, 147
target competency 134
taxonomy 345–346, 363. See also typology
training needs analysis 211
translation 18–32
translation, principles 20
translation, source text 20–23, 27, 30
translation, target language 20–23, 25, 29–30
turning points. See plot points
typology 347–348, 351–352, 354–355. See also taxonomy

U

unified modeling language (UML), activity diagrams 162–163
unified modeling language (UML), static structure diagram 160–162

use case 211–217, 223, 225, 451
use case modeling 212–214, 214–217
user scenarios. See design stories
utilitas. See Vitruvian values, commodity

V

venustas. See Vitruvian values, delight
virtual learning environments (VLEs) 226, 231–232, 249, 418, 424, 427, 431, 433
visual aspects 112–114, 116, 124, 127–128, 130–131. See educational environment modeling language (E²ML)
visual design languages. See design languages
visual editing tools 284, 294
See cooperative UML (coUML); See E²ML;
See instructional management systems-learning design (IMS-LD); See learning design language (LDL); See perspective-oriented EML (poEML)
visual instructional design languages (VIDLs), case study 315–344
visual languages 52–53, 56, 57, 60, 67, 77, 133–134, 142, 151, 210–211
visual modeling 155–156, 182–184
visual thinking 84
Vitruvian values 2, 5
Vitruvian values, balance of 7–11
Vitruvian values, commodity 1–2, 4–5, 7–10, 15
Vitruvian values, delight 1–2, 4–5, 7–8, 10, 12, 14, 15
Vitruvian values, firmness 1–2, 4–5, 7–10, 15
Vitruvius 5, 7, 17, 455