

EFTF - Glossary of Terms

active learning, actively participate - Analysis of the research literature (Chickering and Gamson 1987), suggests that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

Active learning: usually contrasted with a straight lecture method, active learning involves students in course material through carefully constructed activities which range from "buzz groups," in which pairs of students discuss material during a calculated pause in a lecture, to role-playing, case studies, group projects, and seminars.

Active learning: Strategies promoting higher order thinking skills among students. Active learning involves students' being truly engaged in the instructional process, with activities such as reading, writing, discussing, and problem solving.

Active learning involves substantive changes in the ways students and teachers work together, shifting the focus of classroom instruction from teaching to learning. In such classrooms, students are engaged in learning activities such as gathering data, defining issues, stating problems, generating and testing hypotheses, drawing conclusions, and reporting and defending their work. The aim is to create independent learners. Instructional methods engage students directly and challenge them to apply their newly developed knowledge and skills with deeper levels of processing, such as analysis, synthesis, and evaluation. Essentially, active participation has the tendency to transform intellectual development beyond surface level processing. (<http://www.nald.ca/adultlearningcourse/glossary.htm>)

aesthetically-informed decisions - Through exposure to the visual arts, musical arts, performing arts, culture, nature, and the humanities, students will gain the knowledge and critical judgment to make informed decisions concerning beauty and taste relative to their daily lives and future careers. Students may gain this knowledge by taking general education courses such as Art Appreciation, Music Appreciation, Theatre Appreciation, Art History, Philosophy, Ethics, Poetry, Literature, Introduction to Humanities, Cultural Diversity, etc. Aesthetics deals not only with the nature and value of the arts but also with those responses to natural objects that find expression in the language of the beautiful and the ugly.

authentic instruction, authentic assessment - Authentic instruction is a model for high-quality instruction developed by Fred Newmann (1993). It lists five major components of the teaching process: (1) **Higher-order thinking.** Higher-order thinking requires students to "manipulate information and ideas in ways that transform their meaning and implications, such as when students combine facts and ideas in order to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation." When students engage in higher-order thinking, they must solve problems and develop new meanings for themselves. There is an element of uncertainty and unpredictability in the process. (2) **Depth of knowledge.** Depth of knowledge means that students deal with the significant concepts or central ideas of a discipline. Students use knowledge to understand arguments, solve problems, or construct explanations. (3) **Connectedness to the world beyond the classroom.** This third feature of authentic instruction connects the classroom to some "real world public problem" or personal experiences that the student can relate to. (4) **Substantive conversation.** This feature involves considerable discussion and interaction about the ideas of a topic that develop and build on ideas presented by others in the conversation. It involves the sharing of ideas and multiple exchanges

in which students and other participants develop shared understanding of a theme or topic. (5) **Social support for student achievement.** This last feature involves the development of "high expectations, respect, and inclusion of all students in the learning process." Social support is more than token acknowledgement or praise for participation. It occurs when teachers convey high expectations for all students and encourage all students to participate in the learning experience.

assessment that measures proficiency in making choices through critical thinking (analysis, synthesis, and evaluation) and the meaningful application of learned skills in expanded and novel ways, (<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>)

basic skills across the curriculum - the development of basic skills and knowledge through the use of vocabulary, interactive materials, tools, techniques, and intellectual methods in all academic disciplines.

best pedagogy practices - the strategies and styles of instruction that best engage the 21st Century learner.

challenging, cumulative, coherent experiences (both curricular and co-curricular) - Cross-curricular connections are instructional connections that teachers make across subject area disciplines to reinforce and extend student learning of crucial skills. For example, many schools have "writing across the curriculum." Students do extensive, standards-aligned writing in multiple content areas. In addition, many schools may connect historical content with novels and literature from and about the historical content that is being studied. In that way, history and the language arts are connected. Additionally, content from mathematics may be linked to experiments conducted in science. Service-learning is an instructional strategy by which students learn through active participation in organized projects that meet the needs of a community. It is integrated into and enhances the academic curriculum of the community service program in which the students are enrolled. Service-learning is not to be confused with community service, which has long been a part of school activity through service clubs, student government, and leadership activities.

cognitive apprenticeship - Cognitive apprenticeship is a theory of the process where a master of a skill teaches that skill to an apprentice. Constructivist approaches to human learning have led to the development of a theory of cognitive apprenticeship. This theory holds that masters of a skill often fail to take into account the implicit processes involved in carrying out complex skills when they are teaching novices. To combat these tendencies, cognitive apprenticeships "...are designed, among other things, to bring these tacit processes into the open, where students can observe, enact, and practice them with help from the teacher..." (Collins, Brown, & Newman, 1987, p. 4). This model is supported by Albert Bandura's (1997) theory of modeling, which posits that in order for modeling to be successful, the learner must be attentive, must have access to and retain the information presented, must be motivated to learn, and must be able to accurately reproduce the desired skill. By using processes such as modeling and coaching, cognitive apprenticeships also support the three stages of skill acquisition described in the expertise literature: the cognitive stage, the associative stage, and the autonomous stage (Anderson, 1983; Fitts & Posner, 1967). In the cognitive stage, learners develop declarative understanding of the skill. In the associative stage, mistakes and misinterpretations learned in the cognitive stage are detected and eliminated while associations between the critical elements involved in the skill are strengthened. Finally, in the autonomous stage, the learner's skill becomes honed and perfected until it is executed at an expert level (Anderson, 2000). Like traditional apprenticeships, in which the apprentice learns a trade such as tailoring or woodworking by working under a master teacher, cognitive apprenticeships allow the master to model behaviors in a real-world context with cognitive modeling (Bandura, 1997). By listening to

the master explain exactly what she is doing and thinking as she models the skill, the apprentice can identify relevant behaviors and develop a conceptual model of the processes involved. The apprentice then attempts to imitate those behaviors with the master observing and providing coaching. Coaching provides assistance at the most critical level – the skill level just beyond what the learner/apprentice could accomplish by herself. Vygotsky (1978) referred to this as the Zone of Proximal Development and believed that fostering development within this zone leads to the most rapid development. The coaching process includes additional modeling as necessary, corrective feedback, and reminders, all intended to bring the apprentice's performance closer to that of the master's. As the apprentice becomes more skilled through the repetition of this process, the feedback and instruction provided by the master "fades" until the apprentice is, ideally, performing the skill at a close approximation of the master level (Johnson, 1992). Part of the effectiveness of the cognitive apprenticeship model comes from learning in context. Cognitive scientists maintain that the context in which learning takes place is critical (e.g., Godden & Baddeley, 1975). Based on findings such as these, Collins, Duguid, and Brown (1989) argue that cognitive apprenticeships are less effective when skills and concepts are taught independent of their real-world context and situation.

collaborative effort, collaborative learners - Faculty, staff, administration and the community at large will work toward the common goal of developing and maintaining the highest quality, student centered educational environment at Vincennes University. Collaborative efforts involve people working together in groups on a project. The group members negotiate responsibilities, roles, and expectations together. The group members collaborate to accomplish goal(s) and/or complete task(s). Each person in the group may perform different tasks in order to complete the project. Collaborative learning builds communication, teamwork, and individual and team problem-solving skills.

community service - A student-centered learning technique that encourages deep learning by integrating course learning with outside activities designed to benefit a community or non-profit institution.

cooperative learning - Cooperative learning involves the use of collaborative teaching strategies designed to help students learn to relate positively to each other and to work together in groups designed to achieve certain learning objectives. Cooperative learning emphasizes the development of effective communication skills, social interaction skills, and individual accountability and responsibility on the part of each member to reinforce and support others as the group works to understand and accomplish its objectives. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Considerable research demonstrates that cooperative learning produces higher achievement, more positive relationships among students, and healthier psychological adjustment than do competitive or individualistic experiences. These effects, however, do not automatically appear when students are placed in groups. For cooperative learning to occur, the professor must carefully structure learning groups.

course mapping, course outlining - a method of conceptualizing an intentionally designed, coherent program of education. The map shows program courses where learning outcomes are fostered. The goal is to ensure a cumulative program, one that presents all students with progressively developing learning opportunities for all outcomes, no matter what degree or curriculum students pursue.

course outcomes - Course outcomes focus on course DIRECTION. Course outcomes identify course goals and indicate where a particular course fits into a program. These outcomes should be aligned with program outcomes. Course outcomes, when taken together, help to reach the

broader learning outcomes. They should be the foundation for meeting program outcomes and overall learning outcomes.

course vetting - a course evaluation process intended to ensure that courses develop desired outcomes. These evaluations generally consider the content, methodologies, and student activities described in course outlines and other documentation.

culture of learning - All of the human and physical assets of Vincennes University will be used to assist in the nurturing and education of students. Faculty, staff, and administration will work in harmony to build, support and maintain an educational environment that places student learning as the primary goal.

curricular and co-curricular - **Curricular:** The learning institution's requirements for completion of certification or degree status. The curricular learning experience collectively integrates an institution's standards, an instructor's course objectives, classroom materials and activities, and methods of assessment that will measure student learning to assure the student achieves the prescribed learning outcomes. **Co-curricular:** intentional, documented learning experiences outside of the formal classroom setting but *complementary to the official curriculum. Co-curricular activities offer "real life" educational value in diverse ways, including involvement in student organizations, leadership development, community service activities, employment internships, on- and off-campus mentorships, active participation in cultural events, etc. (<http://www.ncahigherlearningcommission.org/forums/showthread.php?t=86>)

diverse learning experiences - "The paradox of a University education is that individual learning is achieved communally. It is imperative, therefore, to respect diverse ways of learning. We model the importance of this by actively working with students' diverse learning styles and respecting the validity of different learning goals." Instruction and curriculum should reflect a fundamental commitment to all students. To create diverse learning experiences, teachers will use a variety of instructional methods, and provide opportunities for hands-on activities and reflection. Students will make connections among the disciplines. Schools will provide a variety of learning resources, including computers and other technology. (<http://www.uncw.edu/stuaff/uls/UniversityLearningServices.htm> and <http://www.project2061.org/publications/rsi/online/Guide/CH2/TDEFINEB.PDF>)

empower - create an environment that facilitates student engagement through the encouragement of a variety of perspectives and methods that relate but are not confined to the lesson themes. The product of empowerment is a sustainable desire to learn beyond a conventional education.

engagement, engaged and contributing members of society - Student is ACTIVELY involved in the learning, not passively receiving the instruction. The engaged student is intentional in and takes responsibility for his/her learning. In a broader sense, engagement can occur at many levels and between different groups (stakeholders). Upon graduation from Vincennes University, students will have gained the necessary skills and experiences to lead productive and meaningful lives. Our graduates will be empathetic citizens who recognize their own talents and use them to contribute to the betterment of society at large.

global perspective - "To adopt a global perspective, we need to enhance our understanding of the social, political and environmental forces that shape our existence. We also need to develop the skills, attitudes and values which will enable us to work together (across countries and cultures) to bring about change in the pursuit of a more just and sustainable world, where individuals are empowered and resources are more equitably shared. Thus, "developing a global

perspective" means that we aim to: 1. enable people to understand the links between their own lives and those of people throughout the world, 2. increase understanding of economic, social and political forces which shape life, 3. develop skills, attitudes and values to enable people working together to bring about change for "common good" and to take control of their own lives, and 4. work towards a more just and sustainable world where power and resources are more equitably shared."

(http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/what_is.html)

integrating the breadth of general education with the depth of the major - "an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. . . This approach to liberal education--already visible on many campuses--erases the artificial distinctions between studies deemed liberal (interpreted to mean that they are not related to job training) and those called practical (which are assumed to be). A liberal education is a practical education because it develops just those capacities needed by every thinking adult: analytical skills, effective communication, practical intelligence, ethical judgment, and social responsibility." --*Greater Expectations: A New Vision for Learning as a Nation Goes to College*, AAC&U, 2002

integrative learning, integrative experiences - Learning that develops higher levels of cognition by tying together or synthesizing the learning of multiple disciplines. Integrative learning techniques encourage students to take new knowledge and link it to their existing knowledge. For instance, critical thinking and writing skills developed in general education classes are applied to major program content in writing intensive courses. "*Integrative learning* asks students to connect skills and knowledge from multiple sources and experiences, apply theory to practice in various settings, utilize diverse and even contradictory points of view, and understand issues and positions contextually. In doing so, it fundamentally connects knowledge to experience." (http://www.aacu.org/peerreview/pr-fa08/pr-fa08_CognitiveAge.cfm)

Integrative experiences allow students to develop and deepen their understandings and apply what they've learned in new contexts.

intellectual integrity - Academic work that is ORIGINAL, and when necessary includes citations to previous work. More than mere "busy work," this promotes higher order critical thinking, and stretches both the student and the instructor to different perspectives and critical thinking. "Having a commitment to truth and knowledge;" "an openness to criticism and to the ideas of others" (<http://plato.stanford.edu/entries/integrity/>).

intentional learners, intentional learning experience - Intentional learners are informed, empowered and responsible learners. These learners make conscious choices to learn new things and to strengthen and broaden their understandings of previously learned information. Learning should be intentional and purposeful. Within a course, learning should have purpose and communicate to students the WHAT, WHEN, WHY and HOW of the learning experiences. While "accidental" and "informal" learning may occur as a result of the course, the course should have deliberate learning activities. The intentional learner is "purposeful and self-directed in multiple ways. . . . Becoming an intentional learner means developing self-awareness about the reason for study, the learning process, and how education is used" (AAC&U, *Greater Expectations*).

learning outcomes, student learning outcomes - Expectations for the student to achieve, learning outcomes are clearly communicated so ALL stakeholders know and comprehend the specific expectations or outcomes for students to achieve or be able to demonstrate competence. Statements grounded in an institution's learning values that define what knowledge, skills, and values a student should glean from a course or program.

liberal education, liberally educated students, importance of a liberal education -

Students are exposed to a wide range of knowledge through courses that provide both breadth and depth to their understanding of the world as it relates to their personal lives, society in general, their future careers. This education is diverse in scope and provides a base of knowledge that is transferrable across a variety of careers as the future unfolds. A liberal education is important because it "frees students from the confines of limited personal experiences and limited knowledge of the physical, historical, social and cultural world. In return, this liberation gives an enlightened understanding of that which is singular, immediate and limited. Thus, a liberal education is always relevant to the world in which students must live at the same time that it attempts to maintain a certain detachment from that world."

(<http://www.collegenews.org/x4803.xml>)

lifelong learner, lifelong learning - A lifelong learner continually seeks new knowledge, understands that education or learning does NOT end at graduation, and seeks out new and different connections between what is known and what is needed. Lifelong learners are confident and successful amid the changing world around them. Lifelong learning extends beyond the classroom and is continual. It may be self-directed and can be acquired in a traditional or non-traditional setting.

meaningful communication - Communication, regardless of format (email, assignment, discussion board posting) that has purpose: seeking clarification, asking direction, sharing a belief or idea. Meaningful communication is intentional and clearly tailored to its audience. It can be verbal or non-verbal (e.g., a diagram is meaningful communication if the meaning it is intended to convey is understood).

motivated, intrinsic motivation - learners who understand the relevancy of the course objectives, will actively participate in the learning experience, value *cooperative* in learning situations, create realistic, positive expectations for themselves, and will perform to the best of their abilities in an academic setting. (<http://www.motivation-tools.com/> and http://education.calumet.purdue.edu/vockell/edpsybook/Edpsy5/edpsy5_intrinsic.htm) "Learning for learning's sake." Internally motivated students are compelled to engage in life-long learning for the positive personal gains such as self-satisfaction, success, accomplishment, social engagement, or negative factors such as fear of failure (http://education.calumet.purdue.edu/vockell/edpsybook/Edpsy5/edpsy5_intrinsic.htm and <http://www.nald.ca/adultlearningcourse/glossary.htm>)

paired courses, interdisciplinary courses, team-teaching, peer teaching - Courses that are linked based on common content, for example. Courses that are extensions of one another. Courses that use different perspectives for the same content.

responsible and ethical decisions - Important decisions take time and careful thought. People who make responsible, ethical decisions think about the impact of their actions on all of the people that will be affected by the decision. Before making a decision, consider whether your options are "trustworthy, respectful, responsible, fair, caring and examples of good citizenship. Ethical values (trustworthiness, respect, responsibility, fairness, caring and citizenship) outrank and override unethical ones (money, popularity and prizes)! " (<http://www.azcharacterfoundation.org/ethical.html>) To develop a citizen's sense of social responsibility and ethical judgment, education should foster: intellectual honesty; responsibility for society's moral health and for social justice; active participation as a citizen of a diverse democracy; discernment of the ethical consequences of decisions and action; a deep understanding of one's self and respect for the complex identities of others, their histories, and their cultures. Character education is an instructional and behavioral program designed to help students understand, appreciate, and internalize positive character traits, including

trustworthiness, respect, responsibility, fairness, caring, citizenship, civic virtue, honesty, and personal responsibility. Instructional activities are designed to help students develop the knowledge and skills necessary to become effective, participating citizens in a democratic republic.

solve problems - the ability to utilize multiple perspectives to uncover the issues related to a particular problem, design a plan, and evaluate the outcome

student-centered, student-centered learning - the methodologies and activities that promote deep learning. The Learning Paradigm assumes that the lecture is just one of many possible pedagogies, not the privileged method. Active learning methodologies, such as problem-based or integrative instruction, are examples of student-centered pedagogies. Learning that is self-directed, experiential, and transformative. Student involvement is essential and the learning environment promotes equitable growth for all students. The instructor is a guide in the learning process and adapts the materials and content in diverse ways to accommodate various learning styles. Brandes, D. and P. Ginnis (1986). *A Guide to Student Centred Learning*. Oxford: Blackwell. (http://www.aishe.org/readings/2005-1/oneill-mcmahon-Tues_19th_Oct_SCL.html#XBrandes1986#XBrandes1986 and <http://www.nald.ca/adultlearningcourse/glossary.htm>)

synthesis of skills and knowledge - Synthesis of skills and knowledge refers to the blending together of concrete skills and procedures with higher-level conceptual understanding. If a student is able to synthesize skills and knowledge, they are better able to solve novel problems and applications problems because their understandings are deep, generalizable, and transferable.

think critically - "We understand critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life." (Critical Thinking: What It is and Why it Counts, AAC&U)

understand the relevance of the subject matter in all disciplines of study to their lives - Disciplinary content is relevant in providing a structure from which to develop personal and practical knowledge. As an instrument of learning, disciplinary study aids in the foundational development of self-concept. The relevancy of disciplinary courses, such as writing, psychology, sociology, mathematics, and computer skills, is validated by the student's achievement in more complicated, experience-based courses. Students who understand the importance of disciplinary content will be better prepared to incorporate their learning into all aspects of their lives. (<http://scholar.lib.vt.edu/ejournals/JTE/v3n2/pdf/petrina.pdf>)

relevance of subject matter - When subject matter within the curriculum is relevant to the students' goals, they can maintain the commitment necessary to achieve the goals of the curriculum's rigor.

Cognitive scientists maintain that the context in which learning takes place is critical (e.g., Godden & Baddeley, 1975). Based on findings such as these, Collins, Duguid, and Brown (1989) argue that instruction is less effective when skills and concepts are taught independent of their real-world context and situation.

interdisciplinary learning - Interdisciplinary teams are a type of team teaching in which two or more teachers specializing in different subjects share the same students, usually for extended blocks of core instructional time, and plan and teach together to integrate their branches of knowledge. Ideally, students assigned to interdisciplinary teams gain insight into the logical relationships between the various curricular areas and receive classroom assignments that combine the knowledge and skills derived from their teachers' specific areas of expertise.