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|---|---|
| ***'g'*** | General cognitive ability [Is this sometimes called Spearman's 'g' ? ] |
| ***genagogy*** | The word genagogy "from the Greek genos, for 'race', 'family', 'kind' in the sense of 'group' is patterned after the word 'pedagogy'. It designates the science and art of rendering group activity effective. A program in genagogy was established at the Universite du Quebec a Trois-Rivieres in 1969 by Reynold Rivard, in collaboration with Nicole Bourget. As a study, genagogy is concerned with the communication phenomena which influence the effectiveness of individuals within a group, and of groups interacting with other groups. The professional goal of the practitioner in genagogy is to improve the functioning of the individual through the group as well as relations between groups." (p(121-124) p124 in R1308 ref to Boisvert, D. (1988) 'Helping behaviors of learners in a telephone-based instruction group') |
| ***Gender*** | Is "a culturally-shaped group of attributes and behaviours given to the female or male." Humm, M. (1989) *The Dictionary of Feminist Theory*, Harvester Wheatsheaf, Hemel Hempstead. |
| ***Gender*** | "Gender is analysed as one of the foundational cultural categories of our intellectual world, providing an implicit framework on which aspects of our world are placed, almost arbitarily, in dominant and subordinatew oppositional categories." Kirkup, G. (1996 : 146) 'The importance of gender', pp. 146-164 in [R1837] Mills, R. and Tait, A. (eds.) *Supporting the Learner in Open and Distance Learning*, Pitman, London. [R1847] |
| ***General cognitive ability*** | Termed 'g', possibly same as Spearman's 'g'. See for example Schmidt, F.L. and Hunter, J.E. (1981) 'Employment testing : Old theories and new research findings', *American Psychologist*, vol. 36, pp. 1128-1137. |

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| ***Genre*** | "Genres are social practices, moulded into a particular shape by habitual patterns of language use. Genre analysis seeks to describe the communicative acts carried out in these language patterns and by doing so reveal the sociopragmatic rational behind them. It therefore serves both a descriptive and an explanatory purpose. The genre perspective has a multi-disciplinary pedigree. Within the pragmatics literature, this theoretical notion was perhaps most prominently voiced by Levinson (1979), although Levinson himself used the term 'activity type', making reference also to its similarity to the term 'speech event' used by Hymes (1972) and 'episode' used by Gumperz (1972). In his use of the term 'activity type', Levinson was concerned to include a variety of activities including those where language played a less prominent role, such as a soccer match or a game of cricket. His point was that the communication acts linguistically encoded in these contexts were only decipherable in conjunction with an understanding of the rules of the game. More recently, the notion of genre has loomed large in educational linguistics in Australia, e.g. Christie (1984), Martin (1985) and Kress (1989)." (Hiraga, M.K. and Turner, J.M. (1996: 92-93) 'Pragmatic Difficulties in Academic Discourse : A Case of Japanese Students of English', (Japanese) *Journal of the University of the Air*, no. 14, pp. 91-109. [R2056] ) |
| ***Globalization*** | Globalization "refers to a proceess by which economic, political, and cultural institutions and activities are increasingly spilling beyond national borders, spanning the globe, and changing the conduct of social life for particular nations, communities, and individuals." (McNamee, J., & Faulkner, G. (2001, p. 72) 'The International Exchange Experience and the Social Construction of Meaning', *Journal of Studies in International Educaation* 5(1) : 64-78.) [R2767] |
| ***grouping*** | Classifying words, terminology, or concepts according to their attributes or meaning (O'Malley and Chamot p229 90 359) |

***Guided Didactic Conversation***

"A guided didactic conversation in my sense has the following characteristics : (1) Easily accessible presentations of study matter; clear, somewhat colloquial language, in writing easily readable if the text is printed; moderate density of information, (2) Explicit advice and suggestions to the student as to what to do and what to avoid, what to pay particular attention to and consider, with reasons provided, (3) Invitations to an exchange of views, to questions, to judgements of what is to be accepted and what is to be rejected, (4) Attempts to involve the student emotionally so that he or she takes a personal interest in the subject and its problems, (5) Personal style, including the use of the personal and possessive pronouns, and (6) Demarcation of changes of themes through explicit statements, typographical means or, in recorded, spoken communication, through a change of speakers, such as male followed by female, or through pauses. (This [last] is a characteristic of the guidance rather than of the conversation.)." Holmberg, B. (1986 : 7). 'A Discipline of Distance Education', *Journal of Distance Education*, Vol 1(1) : 25-40. (retrieved 24 February 2003) [http://cade.athabascau.ca/vol1.1/holmberg.html] [R1578]

***halo effect***

"A powerful social phenomenon, that reputation or belief affects judgement. For example, we may regard people wearing spectacles as especially intelligent. People distinguished in one field are often regarded - by the halo effect, and sometimes dangerously - as wise and learned in others. For example, the great inventor Thomas Alva Edison was consulted on political and philosophical matters. Wealth and fashionable clothes, and even opinions, can similarly confer unjustified prestige. The converse phenomenon [may be referred to as a '**negative halo effect**'] is 'Give a dog a bad name..."(Gregory, R.L. (ed.) (1987 : 300) *The Oxford Companion to the Mind* Oxford : Oxford University Press. [R1696] )

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***Hawthorne effect***

"A kind of experimenter effect which has been found in industrial research. There may be changes in productivity, etc., simply in response to attention from the investigators, rather than as the effect of any particular experimental treatments. It is so named because of a study at the Hawthorne plant of the Western electric Company in Chicago in 1927-9 in which [productivity increased after focusing attention on a experimental group of five workers] ...The effects of administering interviews or tests can be eliminated by means of elaborate designs with extra control groups." (Gregory, R.L. (ed.) (1987 : 303) *The Oxford Companion to the Mind* Oxford : Oxford University Press. [R1696] ) [perhaps similar to the novelty effect] [to identify the Hawthorne effect use three groups - two experimental, one treated and the other untreated, and one control]

***Hawthorne Effect***

"The so-called Hawthorne Effect arose out of a series of seven studies, conducted from 1924 to 1932 by Harvard Business School professor Elton Mayo at Western Electric Co's Hawthorne Works in Chicago. Mayo made changes in the working conditions of a group of women who assembled electrical relays, attempting to gauge the impact of each change on productivity. Instead of uncovering the secrets of increased productivity, however, he seems to have come to what may be the most famously erroneous conclusions in the history of industrial research. When Mayo increased the amount of illumination in the women's work area, their productivity increased. When he decreased illumination, their productivity also increased. His conclusion: Productivity increases will follow when workers receive attention of any kind...thus was born the enduring legend of the Hawthorne Effect. However, the portion of the Hawthorne research that accounts for this particular myth has been lost in the mists of time. "The only published source for that account was a 12-paragraph news account and a Western Electric memorandum describing a supplementary "informal study'", noted H.M. Parsons in "What Happened at Hawthorne?" (Science, March 1974). Parsons attributed the productivity increases observed at Hawthorne to changes in the worker's pay structure and feedback about their performance. The women's pay had been determined by a complicated piecework system that tied individual performance to departmental performance. But when they became subjects of the study, their "department" was reduced to five--and their pay was more directly proportional to individual efforts. Furthermore, the women in the experimental group were privy to specific data about their performance--the relays they completed were counted throughout the day, and they could see the counts whenever they liked. In other words, improved performance came about not because the lighting was changed and not because of any special "attention" paid to the workers, but simply because what gets measured--and rewarded--gets done. In social science circles, even the label "Hawthorne Effect" is used--and misused--in a different way. It describes a methodological artifact in field experiments, in which the subjects' knowledge that they are in an experiment changes their behavior from what it might have been. Even today, social scientists continue to debate which variable in the Hawthorne studies produced the Hawthorne Effect."

(the above excerpt was paraphrased from a 1997 edition of "Training Magazine")

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***Hawthorne effect*** [May be a '**negative Hawthorne effect**' is demonstrated by treated groups when they are under-performing such as when suffering from burnt-out through participating in too many questionnaire surveys - no ref yet]

***(Learned) Helplessness*** So-called 'learned helplessness' is the passivity and feeling of helplessness acquired when their efforts at taking control meet with institutional resistance or even punishment especially in cases where there is rigid hierarchy and over-bureaucratisation, when the people let the managers direct them. They suggest the people can counter and overcome learned helplessness through watching others or through trial and error and gradual steps of personal success. (Watkins, K.E. and Marsick, V.J. (1993) *Sculpting the Learning Organization : Lessons in the Art and Science of Systemic Change (The Jossey-Bass Management),* Jossey-Bass, San Francisco. [R2217] )

***higher*** *Higher* education is university education, and does not mean *tertiary* which is any post-secondary ed at college not university.

***html*** hypertext markup language
***http***

***humanism*** 2) a belief or outlook emphasizing common human needs and seeking solely rational ways of solving human problems, and concerned with mankind as responsible and progressive intellectual beings (Oxford Concise Dictionary [R301])

***humanities*** The "Humanities comprise the (interdisciplinary) field of cultural studies ; literary, religious and classical studies ; the study of philosophy and history ; and the histories of art and music. What might be said to unite these subjects is that the objects of study are 'texts' - albeit of many different kinds (literary, historical, pictorial and/or auditory, philosophical, symbolic) and drawn from different historical periods - texts which stand in need of analysis and interpretation." p177 in R1554, Chambers, E.A. (1993) "The Role of the Theories of Discourse in Course Design for Humanities Distance Education" *Media and Technology for Human Resource Development* 5(3) : 177-196.

***hyperintention*** "This most extreme form of concentrating on the surface of the presentation, characterized by a failure to learn due to over-anxiety to perform well has been called hyperintention." (Marton, F. and Säljö, R. (1984 : 41) ' Approaches to Learning', pp. 36-55 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1785] )

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| ***Hypermedia vs multimedia*** | "A distinction is drawn between multimedia and hypermedia navigation, in that multimedia environments provide explicit navigation, whereas hypermedia environments provide implicit navigation." Evans, C., & Edwards, M. (1999). Navigational Interface Design for Multimedia Courseware. *Journal of Educational Multimedia and Hypermedia* 8(2) : 151-174. [http://dl.aace.org/9037] (retrieved 06 May 2003) [R2881] |
| ***imagery*** | Using visual images (either mental or actual) to understand or remember new information (O'Malley and Chamot p229 90 359) |
| ***inferencing*** | Using available information to guess meanings of new items, predict outcomes, or fill in missing informatio (O'Malley and Chamot p229 90 359) |
| ***instructional technology*** | 1994 AECT definition of the field: "Instructional Technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning." |
| ***Instructivist*** | The *Instructivist* viewpoint (ID1) is characterised as "*teaching* as the transmission of knowledge ; teaching as the efficient orchestration of teaching skills…whereas the *Constructivist* viewpoint is characterised as "teacyhing as the facilitation of learning" Biggs, J. (1989). Approaches to the Enhancement of Tertiary Teaching. *Higher Education Research and Development* 8(1) : 7-25. [R2896, from R1605] [Biggs' view is overly polarised] |
| ***Intelligence*** | Howard Gardner's 8 criteria for an Intelligence : "(1) Potential isolation by brain damage, (2) Experience of idiot savants, prodigies and other exceptional individuals, (3) An identifiable core set of operations – basic kinds of information processing operations or mechanisms that deal with one specific kind of input, (4) A distinctive developmental history, along with a set of 'end state' performances, (5) An evolutionary history and evolutionary plausibility, (6) Support from experimental and psychological tasks, (7) Support from psychometric findings, and (8) Susceptibility to encoding from a symbol system. (from Gardner, H. (1983) *Frames of Mind*, Basic Books, New York. [check this ref ? see R1821] quoted from Hoerr, T. (1997) 'The Naturalist Intelligence', *Mindshift Connection*, online publication of Zephyr Press, through http://www.multi-intell.com/index.htm. Also available in the book *Succeeding with Multiple Intelligences : Teaching through the Personal Intelligences*, Zephyr Press. [R1825] ) |
| ***Intelligence – bodily kinesthetic*** | Definition by Howard Gardner : "Bodily kinesthetic intelligence is the capacity to use your whole body or parts of your body--your hand, your fingers, your arms--to solve a problem, make something, or put on some kind of a production. The most evident examples are people in athletics or the performing arts, particularly dance or acting." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] ) |

***Intelligence – existential***

Definition by Howard Gardner : "Well, there may be an [ninth] existential intelligence that refers to the human inclination to ask very basic questions about existence. Who are we ? Where do we come from ? What's it all about ? Why do we die ? We might say that existential intelligence allows us to know the invisible, outside world. The only reason I haven't given a seal of approval to the existential intelligence is that I don't think we have good brain evidence yet on its existence in the nervous system – one of the criteria for an intelligence." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – interpersonal***

Definition by Howard Gardner : "Interpersonal intelligence is understanding other people. It's an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or politician. Anybody who deals with other people has to be skilled in the interpersonal sphere." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – intrapersonal***

Definition by Howard Gardner : "Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We drawn to people who have a good understanding of themselves because those people tend not to screw up. They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – linguistic***

sometimes ***verbal / linguistic***

Definition by Howard Gardner : "Linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. Poets really specialize in linguistic intelligence, but any kind of writer, orator, speaker, lawyer, or a person for whom language is an important stock in trade highlights linguistic intelligence." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – logical / mathematical***

Definition by Howard Gardner : "People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system, the way a scientist a logician does; or can manipulate numbers, quantities, and operations, the a mathematician does." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – musical***

Definition by Howard Gardner : “Musical intelligence is the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don't just remember music easily--they can't get it out of their minds, it's so omnipresent. Now, people will say, "Yes, music is important, but it's a talent, not an intelligence." And I say, "Fine, let's call it a talent." But, then we have to leave the word intelligent out of all discussions of human abilities. You know, Mozart was

damned smart!” (Checkley, K. (1997) ‘The First Seven … and the Eighth : A Conversation with Howard Gardner’, *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – naturalistic***

Definition by Howard Gardner : “Naturalist intelligence designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. I also speculate that much of our consumer society exploits the naturalist intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like. The kind of pattern recognition valued in certain of the sciences may also draw upon naturalist intelligence.” (Checkley, K. (1997) ‘The First Seven … and the Eighth : A Conversation with Howard Gardner’, *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligence – spatial***

Definition by Howard Gardner : “Spatial intelligence refers to the ability to represent the spatial world internally in your mind--the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences. If you are spatially intelligent and oriented toward the arts, you are more likely to become a painter or a sculptor or an architect than, say, a musician or a writer. Similarly, certain sciences like anatomy or topology emphasize spatial intelligence.” (Checkley, K. (1997) ‘The First Seven … and the Eighth : A Conversation with Howard Gardner’, *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intelligent Tutoring Systems***

The Web technology offers a relatively standard user interface through the Web Browser. It has multi-media capabilities and can communicate with the user through multiple channels of communication. It is link based and therefore has a flexible structure enabling subsequent addition or deletion of material much less painful than the 'hard-coded' programs. With increasing support for interaction through scripting and programming languages, it is possible to add the 'intelligence' so that we can now start designing Web-Based ITS (*Intelligent Tutoring Systems*).

It can now be considered quite possible, excepting problems of intellectual property and payments, that with appropriate authoring shell and indexing mechanism, teachers across the globe can co-operate in incrementally building/revising/updating tutoring material to cover all the possible parts of the curriculum. It is also possible, that the web will follow the 'printed book' so that one or more author/s might cover a range of topics in a *webbook* (as opposed to textbook and where 'book' represents an organised collection of learning resources) and the teachers would recommend the webbook that has a teaching approach which matches with their own teaching style. Unlike a printed textbook, the digital webbook has the flexibility of carrying different sets of links, so that, say, depending on the index you choose, you might get a top-down or bottom-up perspective, holistic or serialist approach to material presentation etc.

In short. standardised interface, multiple channels of communication, flexible structure, ease of amendment, possibility of division of labour ... the benefits of web technology surely overcomes many of the old problems.

***interlanguage***

A linguistic system that results from a second language learner's attempt to produce the target language. It is considered to be a separate linguistic system from the native language and the target language (O'Malley and Chamot p229 90 359)

***Internal Reliability***

***Internal Face validity***

***Interpersonal intelligence***

Definition by Howard Gardner : “Interpersonal intelligence is understanding other people. It's an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or politician. Anybody who deals with other people has to be skilled in the interpersonal sphere.” (Checkley, K. (1997) ‘The First Seven … and the Eighth : A Conversation with Howard Gardner’, *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***interviewer effect*** "In an interview there can be very powerful interactions between interviewee and interviewer which bias responses, so making the data inaccurate. Interview data are not objective facts : an interview is a discourse constructed by two individuals contributing their own assumptions, interests, and concerns. It is self-evident that great care must be taken over the wording of questions. However, bias can also arisefrom the interviewer's responses to answers : for example by giving selective attention to things he/she wants to hear which cue the interviewee to elaborate on them... This effect is strengthened by the tendency of interviewees to wish to satisfy the interviewer. Bias can also arise from personal or role interactions that stem from race, gender, class, or status, or just personality (see Millar, R., Crute, V. and Hargie, O. (1992 : 69-76 *Professional Interviewing* London : Routledge.[R1674] ) (and see Powney, J. and Watts, M. (1987) *Interviewing in Educational Research* London : Routledge and Kegan Paul. [R1675] ). These may lead to an interviewee's 'closing up' or taking a line hostile to the interviewer or simply 'yea saying' in order to get rid of him [sic]. Alternatively, the interviewee may be too ready to defer to the interviewer's interests. (Weir, C. and Roberts, J. (1994 : 143) *Evaluation in ELT* Oxford : Blackwell.[R977] ) (see *halo* effect, *Hawthorne* effect, *reactivity* effect)

***intrapersonal intelligence*** Definition by Howard Gardner : "Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We drawn to people who have a good understanding of themselves because those people tend not to screw up. They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***Intrinsic motivation*** "Motivation can be *intrinsic*, that is, we do something because the act of doing it is enjoyable in itself." Williams, M. and Burden, R.L. (1997 : 136) *Psychology for Language Teachers : a Social Constructivist Approach*, Cambridge : Cambridge University Press. [R2319]

***Intrinsic (vs extrinsic) orientation(s)*** Gibbs, Morgan and Taylor (1984 : 170) quoted from Taylor's unpublished 1983 PhD thesis the discovery of four types of *educational orientation* (*vocational, academic, personal, and social*) by Clark and Trow in 1966, that Taylor (in 1981 ?) divided, "into two sub types according to whether the student was directly interested in the content of the course or whether they were studying the course merely as a means to an end. These sub-types were labelled *intrinsic* and *extrinsic*, respectively." Gibbs, Morgan and Taylor go on to discuss these noting there is only an extrinsic sub-type of social orientation (1984 : 177) : "Social orientation appears to be extrinsic almost by definition; as it cannot be related to the course itself." (Gibbs, G., Morgan, A. and Taylor, E. (1984) 'The World of the Learner', pp. 165-188 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1792] ) (see also *extrinsic, orientation*)

***Just-in-time learning*** "A phrase used to describe the teaching of a skill when it is needed and for what activity it is needed." Retrieved December 20, 2005, from http://www.pvc.maricopa.edu/~lsche/about/lsc_related.htm

***keyword method*** A mnemonic device in which individuals form a native-language homophone (the keyword) for the target word in the second language. The individual then imagines a scene in which the homophone and the referent object of th arget word are interacting in some manner. Memory retrieval of the meaning of the target word consists of recalling the homophone, then recalling the imagined scene in which the homophone and the referent object are interacting (O'Malley and Chamot p229 90 359)

***knowledge compilation*** A procedure involved in the acquisition of complex skills. The procedure consists of two components, proceduralization and composition. In proceduralization, the learner converts a sequence of actions into a propositional representation that is stored in long-term memory as a production system. Compositionconsists of combining several productions that have already become automatic into a single production (O'Malley and Chamot p229 90 359)

***Lateral Thinking*** "Thinking 'around' a problem. Used to generate new ideas. Compare witth *Vertical Thinking*." Halpern, D.F. (1984 : 364) *Thought and Knowledge : an introduction to critical thinking*. Hillsdale, NJ : Lawrence Erlbaum Associates. [R2679]

***leading question***

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| ***Learned helplessness*** | So-called 'learned helplessness' is the passivity and feeling of helplessness acquired when their efforts at taking control meet with institutional resistance or even punishment especially in cases where there is rigid hierarchy and over-bureaucratisation, when the people let the managers direct them. They suggest the people can counter and overcome learned helplessness through watching others or through trial and error and gradual steps of personal success. (Watkins, K.E. and Marsick, V.J. (1993) *Sculpting the Learning Organization : Lessons in the Art and Science of Systemic Change (The Jossey-Bass Management),* Jossey-Bass, San Francisco. [R2217] ) |
| ***learner*** | |
| ***learner*** | L is a person who requires to know something, how to use that knowledge, and why they use it, what its value is (Perry, W. and Rumble, G. (1987) *A Short Guide to Distance Education* International Extension College : Cambridge. [R1235] ) |
| ***learner-centred*** | describes the approach to teaching or training which designs learning material and learning experiences to meet the neeeds of the learner, rather than those of the teacher, institution or subject matter. A learner-centred approach aims to give learners as much choice as possible in what they do. In designing learning materials this may entail strategies such as planning objectives and learning outcomes that will meet learners' needs, allowing for alternative routes through the material, catering for different learning styles and planning open-ended activities which relate to learners' work or life experience. (Hodgson, B. (1993 : 67) *Key Terms and Issues in Open and Distance Learning* London : Kogan Page. [R1233] ) |
| ***Learning*** | According to Piaget, J. (1964) 'Development and Learning', *Journal of Research in Science Teaching*, vol. 2, pp. 176-186 [R1989], learning is an active process based upon concrete experiences. [from Crawford, A.R., Chamblee, G.E. and Rowlett, R.J. (1998 : 319) 'Assessing Concerns of Algebra Teachers during a Curriculum Reform : a constructivist approach', *Journal of In-service Education*, vol. 24, no. 2, pp. 317-328. [R1990] ) |
| ***Learning community*** | "Integrated Learning Communities are intentional curriculum restructuring efforts that thematically link or cluster during a given term and enroll a cohort of students. Learning Communities aim to provide students with greater curricular coherence, and to provide both students and faculty an opportunity for increased intellectual interaction and shared inquiry." Washington Center News, Spring 1995. |
| ***Learning – Conception(s) of*** | See Conception(s) of learning – for various sets 4x, 6x |
| ***Learning objects-SCORM*** | SCORM (Scalable Content Object Reference Model)? It is primarily used to design content objects so that they can be presented by any Learning Management System platform that adheres to the protocol. http://www.adlnet.org/ |

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| ***Learning object*** | Cisco Systems (one of the pioneers in the development of reusable learning objects) website (www.cisco.com) and enter "reusable learning object" you will be taken to the results page that contains several links to downloadable pdf documents that contain definitions as well as guidelines for the generation and application of RLOs |
| ***Learning object*** | "This is the fundamental idea behind learning objects: instructional designers can build small (relative to the size of an entire course) instructional components that can be reused a number of times in different learning contexts. Additionally, learning objects are generally understood to be digital entities [...]" http://www.reusability.org/read/ (this is the online version - of the book The Instructional Use of Learning Objects, by David WIley) |
| ***Learning object*** | "A Learning Object is a self-standing, discrete piece of instructional content that meets a learning objective." The Massie Center, 2002, "Making Sense of Learning Specifications & Standards: A Decision Maker's Guide to their Adoption" Saratoga Springs, NY: The MASIE Center. |
| ***Learning object*** | Learning objects are the core concept in an approach to learning content in which content is broken down into "bite size" chunks. These chunks can be reused, independently created and maintained, and pulled apart and stuck together like so many legos. Learning Object Tutorial available at: http://www.eduworks.com/LOTT/tutorial? |
| ***Learning object*** | A "learning object" is "any digital resource that can be reused to mediate learning." (Wiley & Edwards, 2002) National Learning Infrastructure Initiative (NLII). NLII Learning Object Glossary available online: http://educ3.utsa.edu/pmcgee/nlii/glossary/#learner |
| ***learning style*** | A *learning style* is a predisposition to adopt a particular learning *strategy*. (Schmeck, R.R. (1983) 'Learning Styles of College Students', in Dillon, R. and Schmeck, R.R. (eds.) '*Individual Differences in Cognition*', Academic Press, New York. [R1774] ) |
| ***learning style(s)*** | Converger, Diverger, Assimilator, or Accommodator (Kolb, D.A. (1984) *Experiential Learning* Englewood Cliffs, NJ : Prentice-Hall. [R1692] ) |
| ***learning style(s)*** | Serialist or Holist (Pask, G. (1976) 'Styles and Strategies of Learning' *British Journal of Psychology* 46 : 128-148. [R1693] ) |
| ***learning style(s)*** | Surface-level processor or Deep-level processor (Marton, F. and Säljö, R. (1976) "On Qualitative Differences in Learning, I : Outcome and Process" *British Journal of Educational Psychology* vol 46 : 4-11. [R1564] ) |
| ***learning style(s)*** | Activist, Theorist, Pragmatist, or Reflector (Honey, P. and Mumford, A. (1992 : 5-7) *The Manual of Learning Styles* (3rd edn.) Maidenhead, Berks : Peter Honey Inc. [R1694] ) |

***Learning technology*** Learning technology is defined as "any tool that requires informed design and appropriate use in order to enhance an adult's ability to learn – ie to enhance the use of various information processing strategies and learning activities alone, with peers, and with appropriate advisers and educators." Burge, E.J. (Ed.) (2000). *The Strategic Use of Learning Technologies*, Jossey-Bass, San Francisco, CA. [R2855]

***lecture*** "Lecturers may be traced back to the Greeks of the fifth century. In medieval times lectures were the most common form of teaching in both Christian and Moslem universities. The term lecture was derived from the medieval Latin 'lectare' – to read aloud. Lectures consisted of an oral reading of a text followed by a commentary [Paul – pos same as contemp Japan].
In essence, a lecture consists of one person talking to many about a topic otr theme. The talk may be augmented by the use of audiovisual aids and by occasional questions. When several questions are asked by the lecturer or by recipients, the format is more appropriately known as a discussion class. In a lecture, notes are usually taken by the recipients and it may be supplemented by handouts provided by the lecturer. The purposes of the lecture are usually considered to be to convey information, to generate understanding, and to stimulate interest. (Brown, G.A. (1987) 'Higher Education : Lectures and Lecturing', pp. 284-288 in [R1773] Dunkin, M.J. (ed.) *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press, Oxford. [R2075] )

***Lecture*** The most important aspect of lecturing is "to stimulate students to become active learners in their own right". (Sheffield, E.F. (ed.) (1974) *Teaching in the Universities : No One Way*, Queen's University Press, Montreal.[R2079 from R2075] )

***levels (of outcome and of processing)*** "The qualitative differences in the outcome of learning were referred to as *levels of outcome* and the qualitative differences in the process of learning were accordingly called *levels of processing*." (following Craik and Lockhart's 'levels of processing' concept - Craik, F.M. and Lockhart, R.S. (1972) 'Levels of Processing : a framework for memory research', *Journal of Verbal Learning and Verbal Behavior*, vol. 11, pp. 671-684. [R1802] ) (Marton, F. and Säljö, R. (1984 : 42) ' Approaches to Learning', pp. 36-55 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1785] )

***lexical access*** In language comprehension, the process of matching words in *short-term memory* with words and concepts in *long-term memory* in order to extract meaning (O'Malley and Chamot p229 90 359)

***liberal*** 5) for general broadening of the mind, not professional or technical (liberal studies) (Oxford Concise Dictionary [R301] )

***Lifelong learning*** "...lifelong learning refers to the process by which individuals continue to develop their knowledge, skills, and attitudes over their lifetimes." Superintendent of Documents (1978 ; 1). The concept of lifelong Learning, in *Lifelong learning and public policy*. Washington, D.C.: U.S. Government Printing Office.

***linguistic intelligence***

sometimes ***verbal / linguistic*** Definition by Howard Gardner : "Linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people. Poets really specialize in linguistic intelligence, but any kind of writer, orator, speaker, lawyer, or a person for whom language is an important stock in trade highlights linguistic intelligence." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***loading(s)*** Factor 'loadings' are "the degree of relationship between observed test scores [eg the ASI item scores - each between 1 and 5] and the various factors that emerge from the analysis" (Bachman, L.F. (1990 : 262) *Fundamental Considerations in Language Testing*, Cambridge University Press, Cambridge.).

***logical / mathematical intelligence*** Definition by Howard Gardner : "People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system, the way a scientist a logician does; or can manipulate numbers, quantities, and operations, the a mathematician does." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] )

***long-term memory*** The store of information in memory that is retained over a long period. The capacity of long-term memory to hold large amounts of information is probably unlimited. Information in long-term memory is considered to be inactive until it is activated and manipulated in either *short-term* or *working memory* (see also *short-term memory*, and *working memory*) (O'Malley and Chamot p229 90 359)

***MacNamara fallacy*** Makes the measurable thing important, rather than the important thing measurable. (Rowntree, D.G.F. (1998 : 17) 'Assessing the Quality of Materials-Based Teaching and Learning', *Open Learning*, vol. 13, no. 2, pp. 12-22.[R1720] )

***Management*** "Management can be thought of as four functions : planning, organizing, motivating and controlling [quoting from Cole, G.A. (1993 : 6) *Management Theory and Practice*, 4th edn. DP Publications, London. [R1961] ). Thus tutoring is not a management function." [Freeman, R. (1997 : 5) *Managing Open Systems*, Kogan Page, London, in association with the Institute of Educational Technology, Open University. [R1960] )

***Mathemagenic***

A term originally coined by Ernst Rothkopf (1970) that referred to "those activities which give birth to learning", such as "systematic eye fixations while reading". Laurillard (1993) modified Rothkopf's definition by defining it as "The concept of mathemagenic activities expresses exactly the idea that there are activities the learner can carry out that will result in their learning.." Draper, S.W. (1997, December 7) *Mathemagenic Activities*. Retrieved December 20, 2005, from http://www.psy.gla.ac.uk/~steve/mathemagenic.html
Laurillard, D. (1993) *Rethinking university teaching : A framework for the effective use of educational technology*. London : Routledge. [R1290]
Rothkopf, E.Z. (1970). The concept of mathemagenic activities. *Review of Educational Research, 40*, 325-336. [R3189]

***metacognitive knowledge***

Knowledge of one's cognitive processes related to learning and the cognitive processes of others (O'Malley and Chamot p229 90 359)

***metacognitive strategy***

A learning strategy that involves thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is taking place, or self-evaluation of learning after the task has been completed (O'Malley and Chamot p229 90 359)

***metalinguistic knowledge***

The ability to reflect on or analyze the forms and structures of a language independent of its informational or social functions (O'Malley and Chamot p229 90 359)

***Motivation***

"Motivation may be construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and / or physical effort in order to attain a previously set goal (or goals)." Williams, M. and Burden, R.L. (1997 : 120) *Psychology for Language Teachers : a Social Constructivist Approach*, Cambridge : Cambridge University Press. [R2319]

***motivation***

Motivation is "a general term for any part of the hypothetical psychological process which involves the experiencing of needs and drives and the behaviour that leads to the goal which satisfies them." (Statt, D.A. (1994 : 274) '*Psychology and the World of Work*', Macmillan, London. [R1780] )

***Motivation extrinsic***

"Motivation can be *extrinsic*, that is, we engage in an activity to achieve other ends." Williams, M. and Burden, R.L. (1997 : 136) *Psychology for Language Teachers : a Social Constructivist Approach*, Cambridge : Cambridge University Press. [R2319]

***Motivation intrinsic***

"Motivation can be *intrinsic*, that is, we do something because the act of doing it is enjoyable in itself." Williams, M. and Burden, R.L. (1997 : 136) *Psychology for Language Teachers : a Social Constructivist Approach*, Cambridge : Cambridge University Press. [R2319]

***Motivation extrinsic vs intrinsic*** Gibbs, Morgan and Taylor (1984 : 170) quoted from Taylor's unpublished 1983 PhD thesis the discovery of four types of *educational orientation* (*vocational, academic, personal, and social*) by Clark and Trow in 1966, that Taylor (in 1981 ?) divided, "into two sub types according to whether the student was directly interested in the content of the course or whether they were studying the course merely as a means to an end. These sub-types were labelled *intrinsic* and *extrinsic*, respectively." Gibbs, Morgan and Taylor go on to discuss these noting there is only an extrinsic sub-type of social orientation (1984 : 177) : "Social orientation appears to be extrinsic almost by definition; as it cannot be related to the course itself." (Gibbs, G., Morgan, A. and Taylor, E. (1984) 'The World of the Learner', pp. 165-188 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1792] ) (see also *intrinsic, orientation*)

***Motivation*** See *orientation*

***multiculturalism*** is the acknowledgement and promotion of cultural pluralism. "It is a feature of many societies. In opposition to the tendency in modern societies to cultural unification and universalization, multiculturalism both celebrates and seeks to protect cultural variety (e.g. minority languages), while at the same time focusing on the often unequal relationship of minority to mainstream cultures. After decades of persecution, the prospects of indigenous or immigrant cultures are now helped somewhat by the support they receive from international public opinion and the international community (e.g. the United Nations)." (Jary, D. and Jary, J. 1991 : 412 Collins Dictionary of Sociology)

***multimedia*** Multimedia is the "use of multiple forms of media in a presentation" (Schwartz, J.E., & Beichner, R.J. (1999, p. 8). *Essentials of educational technology*. Boston: Allyn and Bacon)

***Multimedia*** Multimedia is the "combined use of several media, such as movies, slides, music, and lighting, especially for the purpose of education or entertainment" (Brooks, D. W. (1997, p. 17). *Web-teaching: A guide to designing interactive teaching for the World Wide Web*. New York: Plenum)

***Multimedia*** Multimedia is "information in the form of graphics, audio, video, or movies. A multimedia document contains a media element other than plain text" (Greenlaw, R., & Hepp, E. (1999, p. 44). *In-line / On-line: Fundamentals of the Internet and the World Wide Web*. Boston: McGraw-Hill)

***Multimedia*** Multimedia comprises a computer program that includes "text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics" (Maddux, C., Johnson, D., & Willis, J. (2001, p. 253). *Educational computer: Learning with tomorrow's technologies*. Boston: Allyn and Bacon.

***Multimedia***

The commonality among the above definitions "involves the integration of more than one medium into some form of communication….Most commonly, though, this term now refers to the integration of media such as text, sound, graphics, animation, video, imaging, and spatial modeling into a computer system (von Wodtke, M.1993 *Mind over media: Creative thinking skills for electronic media*. New York: McGraw-Hill.)"
(Jonassen, D.H. (2000, p. 207). *Computers as mindtools for schools*. Upper Saddle River, NJ: Merrill) [from R2755]

***Multimedia vs hypermedia***

"A distinction is drawn between multimedia and hypermedia navigation, in that multimedia environments provide explicit navigation, whereas hypermedia environments provide implicit navigation." Evans, C., & Edwards, M. (1999). Navigational Interface Design for Multimedia Courseware. *Journal of Educational Multimedia and Hypermedia* 8(2) : 151-174. [http://dl.aace.org/9037] (retrieved 06 May 2003) [R2881]

***Multiple Intelligence Theory***

Empirical research has now invalidated a single-factor-construct of intelligence, debasing traditional education that has tended to teach and assess all students on a single scale as if they had the same kind of mind. Cognitive styles have now been extracted through factor analysis on unified-intelligence test data, and variously identified by different authors (Morgan, 1992). One analysis has identified cognitive style as being either 'field dependent' or 'field independent'. Another analysis has reframed cognitive styles as seven distinct 'intelligences' (verbal /linguistic, logical /mathematical, visual /spatial, bodily /kinesthetic, intrapersonal, interpersonal, and musical/rhythmic) (Gardner, 1983 ; Gardner and Hatch, 1989 ; and Morgan, 1996). While some compatibilities have been found, for example between 'field-independence style' and 'logical/mathematical intelligence', Gardner has stressed that his theory of multiple intelligences does not imply that there is a one-to-one correlation between each of the seven intelligences and a different learning style. An eighth intelligence (naturalist intelligence was added in 1997) [Paul's writing]

***Multiple Intelligence Theory***

***multi-trait multi-method design***

used for construct validation (Bachman, L.F. (1990 : 263) *Fundamental Considerations in Language Testing*, Cambridge University Press, Cambridge. [R1038] )

| | |
|---|---|
| ***musical intelligence*** | Definition by Howard Gardner : "Musical intelligence is the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence don't just remember music easily--they can't get it out of their minds, it's so omnipresent. Now, people will say, "Yes, music is important, but it's a talent, not an intelligence." And I say, "Fine, let's call it a talent." But, then we have to leave the word intelligent out of all discussions of human abilities. You know, Mozart was damned smart!" (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] ) |
| ***Naturalistic intelligence*** | Definition by Howard Gardner : "Naturalist intelligence designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. I also speculate that much of our consumer society exploits the naturalist intelligences, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like. The kind of pattern recognition valued in certain of the sciences may also draw upon naturalist intelligence." (Checkley, K. (1997) 'The First Seven … and the Eighth : A Conversation with Howard Gardner', *Educational Leadership*, vol. 55, no. 1, http://www.multi-intell.com/index.htm. [R1824] ) |
| ***Open and distance learning*** | "Open and distance learning is an umbrella term covering distance education, open learning, and the use of telematics in education." Perraton, H., & Creed, C. (1999 : 30). Applying New Technologies and Cost-Effective Delivery Systems in Basic Education. *UNESCO PIPS Infoshare : Infotech Trends* pp. 30-33 [http://www.unescobkk.org/ips/infoshare/1-2-1999/chapter5.pdf] (retrieved 4 April 2003) [R2918] |
| ***open education*** | |
| ***Open learning*** | "Open learning is an organized educational activity, based on the use of teaching materials, in which constraints on study are minimised in terms of access, or time and place, pace, method of study, or any combination of these." Perraton, H., & Creed, C. (1999 : 30). Applying New Technologies and Cost-Effective Delivery Systems in Basic Education. *UNESCO PIPS Infoshare : Infotech Trends* pp. 30-33 [http://www.unescobkk.org/ips/infoshare/1-2-1999/chapter5.pdf] (retrieved 4 April 2003) [R2918] |

***open learning*** *open learning systems* are terms describing a wide range of learning opportunities that aim to assist learners in gaining better access to knowledge and skills they might otherwise be denied and to give learners the optimum degree of control over their own learning. The two major elements of a successful approach to open learning are the removal of barriers, such as physical location and timing of courses and formal entry requirements, which may prevent individuals from taking advantage of learning opportunities ; and the importance of focusing on the needsof individual learners rather than on the requirements of institutional structures. A ***learner-centred*** approach would concentrate on such things as location to suit the learner (eg home, workplace, local centre or a combination of these) ; availability of courses or programmes when they are needed ; length of study or training which depends on an individual's pace of learning, and on attainment of the required knowledge or competences ; a programme negotiated to suit the needs of learners rather than a fixed menu of courses for groups of sufficient size ; use of a variety of teaching and learning styles ; and provision of tutorial support and a system of assessment and evaluation. The main features of open learning systems are likely to be some combination of multi-media packages, learning workshops, counselling and tutorial support, modularization of courses, flexible timetabling, a negotiated curriculum and support through guidance. Such systems are often referred to as ***flexible learning***. (Hodgson, B. (1993 : 87-88) *Key Terms and Issues in Open and Distance Learning* London : Kogan Page. [R1233] )

***Open (and distance) learning*** "Open and distance learning is an umbrella term covering distance education, open learning, and the use of telematics in education." Perraton, H., & Creed, C. (1999 : 30). Applying New Technologies and Cost-Effective Delivery Systems in Basic Education. *UNESCO PIPS Infoshare : Infotech Trends* pp. 30-33 [http://www.unescobkk.org/ips/infoshare/1-2-1999/chapter5.pdf] (retrieved 4 April 2003) [R2918]

***Open learning organization***

***Open learning System*** "[In the context of this book,] an *open learning system* consists of all those things which are planned for and provided by an *open learning organization*. These may include : [a] pre-enrolment information and advice, [b] enrolment systems, [c] learning materials, [d] on-course information systems, eg leaflets, brochures, online systems, [e] equipment, or access to equipment, [f] premises, eg, for tutorials, [g] telephone use, eg, for information or for tutorials, [h] tutors, [i] mentors, [j] systems to link learners, eg, self-help groups, [k] assessment systems, [l] monitoring and evaluation systems, [m] financial systems." (Freeman, R. (1997) *Managing Open Systems*, Kogan Page, London, in association with the Institute of Educational Technology, Open University. [R1960 : 6-7] )

***openness***

To what extent is the OU open ? and how does its openness compare with that of a CU (conventional university ? -

"Open learning very often requires the learner to study independently of a teacher, very often in the form of private study at home. On the whole we cannot observe this process, though we might notice some of its effects on questions the learner asks, or in tests or assignments. This is very different from a course which is defined in terms of attendance of a series of classes, which can be observed and evaluated directly.

Conversely, some aspects of teaching may be very much more open to inspection than in conventional provision. Instead of teaching a series of classes open only to learners, the author of open learning courses writes material which anyone can buy and read. The Open University broadcasts course material on national networks and these are open to evaluation by experts in the field, as well as by learners. The tutor's marking of assignments takes the form of a written grade and comments, which can be made available to other practioners as as to the learner." (Thorpe, M. (1993 : 20-21) *Evaluating Open and Distance Learning* (2nd edn) Harlow : Longman.)

Therefore the teaching process of the OU may be more "open ", while the learning process may be more "hidden" , than in CU (Paul-k)

***openness***

Boyd (1989 : 227) ( Boyd, G. (1989) "The Life-Worlds of Computer-Mediated Distance Education" [R1508] pp 225-227 in R. Mason and A. Kaye (eds) *Mindweave : communication, computers and distance education* Oxford : Pergamon Press. [R1280] ) comments strongly that while it was set up to provide open access to all sectors of society - and if I can refer back to Harold Wilson and Jenny Lee perhaps particularly to the working or lower classes, the first ten years saw it was mainly used by

"teachers and other middle class people who were kept out of regular university by job commitments. This is quite understandable from the Mary Douglas / Basil Bernstein perspective. [because the lower working class people who were the] Marginal people tend to communicate spontaneously and in ways with the minimum of structure ... They [the unreached lower classes] also tend to use a lot of body language - kinesthetic communication. The media of the Open University are print, radio, and television (and now CMC). All are highly structured. The TV is one-way, so the acted out understandings of learners who depend on body language have no place. Such media do not readily accommodate the Lifeworlds of a large proportion of the population. Moreover if such people do work through the Open University they are likely to become estranged from their native culture rather than being enabled to help its evolution."

Thus Thomas argues the Open University was not open to the working class. And I think surely Wilson and Lee had intended it to reach them, but failed - why ? Was it the cost ? Was it the self-consciousness of the working class Rita that resulted in this failure ( I do admit Rita in the movie did graduate from the OU, but this was the wonderment provided skilfully by Willy Russell the Playwriter. Russell was not out to advertise the OU or to reach the working classes but to write a play before his deadline, sell it, and the OU may be adopting it as advertising to attract the working class which hitherto had not been reached. If they had been already reached the play would have been a flop.

***openness***

can be used to suggest that students are free to choose where and when they study, and also what - in cases where modular unit credits from various disciplines can be accumulated and count towards the final student's asssessment. Thereby the student is empowered by the nature of openness as to what, when, and where - theoretically to maximise their own convenience - yet in practice, examinations and summer schools do act as limiting factor to their present freedom.

***organizational planning***

Generating a plan for the parts, sequence, main ideas, or language functions to be used in a language production task (O'Malley and Chamot p229 90 359)

***orientation*** Orientation to education is defined as "all those attitudes, aims and purposes which express a student's relationship with a course and with a university." Taylor, E., Morgan, A.R. and Gibbs, G. (1981) *Teaching at a Distance* vol 20 : pp 3-12.

***orientation*** "students' educational orientation ; the aims, values and purposes for study – the personal context of study." And "Educational orientation is the collection of purposes which form the personal context for the individual student's learning. Orientation assumes that students have an active relationship with their study. From the point of view of educational orientation, success and failure is [sic] judged in terms of the extent of students' fulfilment of their aims. Orientation does not assume any state or trait belonging to the student; it is a quality of the relationship between the student and the course rather than a quality inherent in the student and so may change over time." ." (Gibbs, G., Morgan, A. and Taylor, E. (1984 : 169) 'The World of the Learner', pp. 165-188 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1792] )

***orientations*** [The] "defining elements of student sub-cultures in which they appear as shared notions of what constitutes right attitude and action towards the range of issues and experiences confronted in college." (Clark, B.R. and Trow, M. (1966) 'The Organizational Context', in Newcombe, T.M. and Wilson, E.K. (eds.) College Peer Groups', Aldine Press, Chicago. [R1801] )

***orientation(s)*** Gibbs, Morgan and Taylor (1984 : 170) quoted from Taylor's unpublished 1983 PhD thesis the discovery of four types of *educational orientation* (*vocational, academic, personal, and social*) by Clark and Trow (Clark, B.R. and Trow, M. (1966) 'The Organizational Context', in Newcombe, T.M. and Wilson, E.K. (eds.) College Peer Groups', Aldine Press, Chicago. [R1801] ) in 1966, that Taylor (in 1981 ?) divided, "into two sub types according to whether the student was directly interested in the content of the course or whether they were studying the course merely as a means to an end. These sub-types were labelled *intrinsic* and *extrinsic*, respectively." Gibbs, Morgan and Taylor go on to discuss these noting there is only an extrinsic sub-type of social orientation (1984 : 177) : "Social orientation appears to be extrinsic almost by definition; as it cannot be related to the course itself." (Gibbs, G., Morgan, A. and Taylor, E. (1984) 'The World of the Learner', pp. 165-188 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1792] ) (see also *extrinsic, orientation*)

***outcome*** "The qualitative differences in the outcome of learning were referred to as *levels of outcome* and the qualitative differences in the process of learning were accordingly called *levels of processing*." (following Craik and Lockhart's 'levels of processing' concept - Craik, F.M. and Lockhart, R.S. (1972) 'Levels of Processing : a framework for memory research', *Journal of Verbal Learning and Verbal Behavior*, vol. 11, pp. 671-684. [R1802] ) (Marton, F. and Säljö, R. (1984 : 42) ' Approaches to Learning', pp. 36-55 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1785] )

***overgeneralisation***

***overload*** "Learners are said to be overloaded when they are expected to do more work in a given period than they actually have time to complete." [R1864] Chambers, E. (1994 : 104) 'Assessing learner workload', pp. 103-111 in Lockwood, F. (ed.) *Materials Production in Open and Distance Learning*, Paul Chapman (Sage), London. [R1854] )

***paradigm*** "A *paradigm* is in one sense a major piece of work that is so successful that it is taken as a model for other work. But in producing other work analogous to the paradigm, you can never do exactly the same thing. There are sometimes minor differences, sometimes major ones. And work can be different from the original paradigm in many different ways - slightly different sampling techniques or interview techniques, slightly different statistics, slightly different methods of observation or techniques for administering tests and so on." (see *approach*, and *strategy*) (Nigel Blake, comments to electronic conference in OUUK H801 course 14 Aug 1998)

***parsing*** In language comprehension, the construction of meaning-based representations of new information. Parsing is the second of three processes involved in language comprehension (see also *perceptual processing*, and *utilization*) (O'Malley and Chamot p229 90 359)

***PDF*** Portable Document Format (requires "Acrobat Reader" software from Adobe)

***Pedagogics*** "Pedagogics describes and reflects not only methods of learning and teaching and their efficiency, but also their social preconditions, psychological implications and societal consequences." (Peters, O. (1998 : 1) *Learning and Teaching in Distance Education : Analysis and Interpretations from an International Perspective*, Kogan Page, London. [R2031] )

***perceptual processing*** In language comprehension, the retention of portions of a new text in short-term memory so that they can be processed for meaning. Perceptual processing is the first of three processes involved in language comprehension. (see also *parsing*, and *utilization* ) (O'Malley and Chamot p229 90 359)

***performance*** Academic "performance" is the "actions of a person when given a learning task." (Page, G.T. and Thomas, J.B. (1977 : 262) *International Dictionary of Education* London : Kogan Page. [R1427] )

***Personality*** "The collective programming of the mind which distinguishes the members of one human group from another." .." Culture is to human collectivity what personality is to an individual. Personality has been defined by (Guilford, R.R.(1959) *Personality*, McGraw-hill, New York.) as "the interactive aggregate of personal characteristics that influence the individual's response to the environment." Culture could be defined as the interactive aggregate of common characteristics that influence a human group's response to its environment. Culture determines the identity of a human group in the same way as personality determines the identity of an individual. Moreover, the two interact; "culture and personality" is a classic name for psychological anthropology. Cultural traits sometimes can be measured by personality tests." (Hofstede, G. (1980 : 21) *Culture's Consequences* , Sage, Newbury Park, CA.) see *culture*

***phenomenographic*** find in Alistair's text

***Phenomenography*** Marton, F. (1994) 'Phenomenography', pp. 4424-4429, in Husen, T. and Postlethwaite, N. (eds.*) International Encyclopedia of Education*, Pergamon, Oxford [R1993]

***Phenomenography new [?2nd order]*** "Recent developments in phenomenography have created some confusion because their links with the research tradition is not immediately obvious. This paper argues that an interest in variation is the thread that runs through the phenomenographic movement. To understand how the 'new phenomenography' emerged, we must recognise the different senses of variation that have drawn attention at different times. Phenomenography set out to reveal the different ways in which people experience the same phenomena. This 'first face of variation' refers to the variation in ways of seeing something, as experienced and described by the researchers. **New phenomenography** shifts the primary focus from methodological to theoretical questions, and characterises a way of experiencing something in terms of the critical aspects of the phenomenon as discerned by the learners. However, learners can only discern a particular aspect when they experience variation in that aspect. This is the 'second face of variation', which is experienced by the learners but described by the researchers." Ming Fai Pang, (2003). Two faces of variation : On continuity in the phenomenograpghic movement. *Scandinavian Journal of Educational Research, 47*(2), 145-156. [R3127] see also *Variation*

***phenomenologic***

***phoneme***

"A phoneme is the smallest contrastive unit in the sound system of a language. Phonologists have differing views of the phoneme. Following are the two major views considered here: In the American structuralist tradition, a phoneme is defined according to its allophones and environments. In the generative tradition, a phoneme is defined as a set of distinctive features.

Here is a chart that compares phones and phonemes:

A phone is one of many possible sounds in the languages of the world. The smallest identifiable unit found in a stream of speech. Pronounced in a defined way. Represented between brackets by convention. [b], [j], [o]

A phoneme is a contrastive unit in the sound system of a particular language. A minimal unit that serves to distinguish between meanings of words. Pronounced in one or more ways, depending on the number of allophones. Represented between slashes by convention. /b/, /j/, /o/ ". Burquest, D.A. (1998). *Phonological analysis: A functional approach.* 2nd edition. Dallas, TX: Summar Institute of Linguistics. 1 55671 067 4

http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsAPhoneme.htm

***Piaget's Theory***

Piaget's theory of cognitive development posits four stages, see each for details. Second stage is *Preoperational Thought*. Third stage is *Concrete Operations*. Fourth stage is *Formal Thought*. There is probably a fifth stage.

***Pragmalinguistics***

"Kasper, G. (1994) sums it up as follows: *pragmalinguistics* concerns the relationship between linguistic forms and their functions as speech acts and expressions of interpersonal meaning, whereas *sociopragmatics* concerns the relationship between linguistic action and social structure." (Hiraga, M.K. and Turner, J.M. (1996: 92) 'Pragmatic Difficulties in Academic Discourse : A Case of Japanese Students of English', (Japanese) *Journal of the University of the Air*, no. 14, pp. 91-109. [R2056] )

***pragmatics***

For pragmatics in cross-cultural difficulties see *pragmalinguistics* and *sociopragmatics* first distinguished by Leech (1983) and Thomas (1983), (Hiraga, M.K. and Turner, J.M. (1996: 92) 'Pragmatic Difficulties in Academic Discourse : A Case of Japanese Students of English', (Japanese) *Journal of the University of the Air*, no. 14, pp. 91-109. [R2056] )

***Predictive reliability***

***Preoperational Thought*** "The second stage in Piaget's theory of intellectual development. Children from approximately 2 to 7 years develop common concepts like dogs, trucks, and toys." Halpern, D.F. (1984 : 367) *Thought and Knowledge : an introduction to critical thinking*. Hillsdale, NJ : Lawrence Erlbaum Associates. [R2679] [*see Piaget's Theory*]

***primary strategies*** Term used to describe strategies that operate directly on the material to be learned, such as comprehension and memory strategies (see also *support strategies* ) (O'Malley and Chamot p229 90 359)

***prior ethnography*** "... the social, political, and cultural norms, mores, practices, and conventions ... cannot be understood except through intensive involvement with [the] context. There are a number of ways in which such social/ political/ cultural appreciation can be obtained. One way is to practice what is sometimes called "*prior ethnography*," that is, actually to live in and experience the context for some time as a participant observer without simultaneously engaging in the evaluation activities. Such activities are undertaken before the formal evaluation begins and may be thought of as part of the training activity that team members are likely to want to undertake anyway. Another way is to enlist the aid of local informants..." (Guba, E.G. and Lincoln, Y.S. (1989 : 201) *Fourth Generation Evaluation* Newbury Park, CA : Sage. [R1148] )

***problem identification*** Explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion (O'Malley and Chamot p229 90 359)

***procedural knowledge*** Knowledge that consists of the thingsthat we know how to do. It underlies the execution of all complex cognitive skills. Procedural knowledge is stored in long-term memory and is represented internally in terms of production systems. Procedural knowledge includes mental activities such as problem solving, language reception and production, and using **learning strategies**. It may also include physical activities such as driving a car and tying one's shoes (see also *production systems* ) (O'Malley and Chamot p229 90 359)

***process*** As in 'process' writing – the cyclical closer and closer approximation of the expressed meaning to the intended meaning. **– Paul find this reference**

***processing*** "The qualitative differences in the outcome of learning were referred to as *levels of outcome* and the qualitative differences in the process of learning were accordingly called *levels of processing*." (following Craik and Lockhart's 'levels of processing' concept - Craik, F.M. and Lockhart, R.S. (1972) 'Levels of Processing : a framework for memory research', *Journal of Verbal Learning and Verbal Behavior*, vol. 11, pp. 671-684. [R1802] ) (Marton, F. and Säljö, R. (1984 : 42) ' Approaches to Learning', pp. 36-55 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1785] )

***production systems*** The processes by which procedural knowledge is stored in long-term memory. They consists of an interrelated chain of condition-action (if-then) connections that underlie the execution of a complex skill. The conditions or the actions may be internal or external and, once leaned, will tend to be executed rapidly and without awareness.(see also *procedural knowledge* ) (O'Malley and Chamot p229 90 359)

***propositional representation*** A language-based mode of storing information in long-term memory. It consists of meaning-based abstractions of the original information, which may have been presented through auditory or visual text. Propositional representations are sometimes referred to as propositions (O'Malley and Chamot p229 90 359)

***pseudoetic*** "The question of conceptual equivalence involves the notions of '*emic*' and '*etic*' approaches to research (Berry, J. (1989) 'Imposed emics-derived etics : the operationalisation of a compelling idea" *International Journal of Psychology* 24 : 721-735. [R1687]; Triandis, H.C. (1972) *The Analysis of Subjective Culture* New York : Wiley. [R1688] ). The former refers to using only concepts that emerege from within a particular culture and is associated with the traditions of antropological research. The latter approach seeks to compare cultures on what are thought to be universal categories. Triandis warns against what he calls '*pseudoetic*' research which involves the imposition of the concepts of one culture onto another as if they weere universals." (Watkins, D. and Regmi, M. (1995 : 204) 'Assessing Approaches to Learning in Non-western Cultures : a Nepalese conceptual validity study', *Assessment & Evaluation in Higher Education* , vol. 20, pp. 203-213. <http://www.niss.ac.uk/cgi-bin/ebbrowse.pl?sn=0260-2938&year= 1995&month =08&art=> [R1631] ) (see also *emic*, *etic*)

***questioning for clarification*** Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verification for a learning task (O'Malley and Chamot p229 90 359)

***reactivity effect*** see the *interviewer effect*

***reliability*** "It is imperative for all evaluator, whatever methods they employ, to try and ensure that the data they collect are as reliable as they can make them, i.e. to what extent can we depend on the results obtained from these enquiries ? Obviously *triangulation* from different data sources will help here. In addition, evaluators need to take steps to ensure consistency in the use of different methods and to provide evidence of such in their reports." (Weir, C. and Roberts, J. (1994 : 138) *Evaluation in ELT* Oxford : Blackwell.[R977] ) (see also *predictive reliability, internal reliability, external reliability, test-retest. reliability.)*

***resourcing*** Using target language reference materials such as dictionaries, encyclopedias, or textbooks (O'Malley and Chamot p229 90 359)

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| ***responsive evaluation*** | "*Responsive evaluation* was so named by its originator, Robert Stake [ref as yet unknown], to signal the idea that all stakeholders put at risk by an evaluation have the right to place their claims, concerns, and issues on the table for consideration (response), irrespective of the value system to which they adhere. It was created as the antithesis of preordinate evaluation,..." (Guba, E.G. and Lincoln, Y.S. (1989 : 12) *Fourth Generation Evaluation* Newbury Park, CA : Sage. [R1148] ) (see also *responsive focusing*) |
| ***responsive focusing*** | Responsive focusing is "the effort to devise joint, collaborative, or shared constructions [that] solicits and honors the imputs from the many stakeholders and affords them a measure of control over the nature of the evaluation activity." (Guba, E.G. and Lincoln, Y.S. (1989 : 184) *Fourth Generation Evaluation* Newbury Park, CA : Sage. [R1148] ) (see also *responsive evaluation*) |
| ***restructuring*** | The development of novel knowledge structures for interpreting new information and for reorganizing existing knowledge (see also *accretion*, *tuning*) (O'Malley and Chamot p229 90 359) |
| ***reusable learning object*** | Cisco Systems (one of the pioneers in the development of reusable learning objects) website (www.cisco.com) and enter "reusable learning object" you will be taken to the results page that contains several links to downloadable pdf documents that contain definitions as well as guidelines for the generation and application of RLOs |
| ***reusable learning object*** | "This is the fundamental idea behind learning objects: instructional designers can build small (relative to the size of an entire course) instructional components that can be reused a number of times in different learning contexts. Additionally, learning objects are generally understood to be digital entities [...]" http://www.reusability.org/read/ (this is the online version - of the book The Instructional Use of Learning Objects, by David WIley) |
| ***reusable learning object*** | "A Learning Object is a self-standing, discrete piece of instructional content that meets a learning objective." The Massie Center, 2002, "Making Sense of Learning Specifications & Standards: A Decision Maker's Guide to their Adoption" Saratoga Springs, NY: The MASIE Center. |
| ***reusable learning object*** | Learning objects are the core concept in an approach to learning content in which content is broken down into "bite size" chunks. These chunks can be reused, independently created and maintained, and pulled apart and stuck together like so many legos. Learning Object Tutorial available at: http://www.eduworks.com/LOTT/tutorial? |
| ***reusable learning object*** | A "learning object" is "any digital resource that can be reused to mediate learning." (Wiley & Edwards, 2002) National Learning Infrastructure Initiative (NLII). NLII Learning Object Glossary available online: http://educ3.utsa.edu/pmcgee/nlii/glossary/#learner |

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| ***reusability*** | "The SCORM introduces the concept of learning object reusability and therefore introduces debates about definition of the instructional context. The SCORM introduces a reusability paradox: the most reusable objects are context -independent, while the best instruction is highly contextualized." Analysis - context analysis, p.2 The SCORM Implementation Guide: A Step-by-Step Approach Advanced Distributed Learning, 2002 |