Sampling Theoretical-	*Theoretical sampling* : Data gathering driven by concepts derived from the evolving theory and based on the concept of 'making comparisons,' whose purpose is to go to places, people, or events that will maximise opportunities to discover variations among concepts and to densify categories in terms of their properties and dimensions (Strauss, A. and Corbin, J. (1998 : 201) *Basics of Qualitative Research : Techniques and Procedures for Developing Grounded Theory*, 2nd edition, Sage, Thousand Oaks, CA. [R2107])
scaffolding	"Scaffolding is the intervention of a tutor in a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his [sic] unassisted efforts. This scaffolding consists essentially of the adult 'controlling' those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate on and complete only those elements that are within his range of competence." [– goes on to describe some of the features of this scaffolding process] (Wood, D., Bruner, J.S., & Ross, G. (1976 : 190). 'The Role of Tutoring in Problem Solving' *Journal of Child Psychology and Psychiatry* 17 : 89-100.) [R2830]
schema	pl = schemata One of the ways in which information is stored in long-term memory. Schemata are large information structures that are organized around a common topic or theme, They are considered to be larger in scope than propositional networks. Schemata are typically organized in hierarchies so that subsets of information are subsumed within larger or more inclusive concepts (O'Malley and Chamot p229 90 359)
SCORM	Sharable Content Object Reference Model see http://www.adlnet.org/ADLDOCS/Documents/SCORM_1.2_CAM.doc
scripts	Special schmata consisting of situation-specific knowledge about goals, participants, and procedures in real-life situations (O'Malley and Chamot p229 90 359)
selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers (O'Malley and Chamot p229 90 359)
self-evaluation	Checking the outcomes of one's own language learning against a standard after the learning has been completed (O'Malley and Chamot p229 90 359)
self-monitoring	Checking one's comprehension during listening or reading, or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place (O'Malley and Chamot p229 90 359)

self-realization	" as one of theobjectives of education, pertains to one's desire for learning ; for speaking, reading, and writing his language ; for having skills in computing, listening, and observing, protecting and improving health, pursuing recreational, intellectual, and aesthetic interests and activities ; and for giving responsible direction to one's life - including the development of one's potentialities."(pp47-108 Educational Policies Commission 1938 "The Purposes of Education in American Democracy" Washington : National EducAtion Association)
self-talk	Reducing anxiety for learning by using mental techniques that make one feel competent to do the learning task (O'Malley and Chamot p229 90 359)
Sensorimotor Thought	"The first stage in Piaget's theory of intellectual development. Infants from birth to 2 years learn about their environment through the sensations that they derive from interacting with objects in the world." Halpern, D.F. (1984 : 369) *Thought and Knowledge : an introduction to critical thinking*. Hillsdale, NJ : Lawrence Erlbaum Associates. [R2679] [*see Piaget's Theory*]
short-term memory	The store of information that a person is aware of at any moment. This type of memory holds modest amounts of information. New information that enters short-term memory easily replaces former information. Retention of new information can be aided by actively relating the new infomtion to existing information in long-term memory (O'Malley and Chamot p229 90 359)
simplification	structural change resulting in cognitively less complex outputs (Meisel p122 83 1237)
Skill	"A skill is an ability which has been automatised and operates largely subconsciously, whereas a strategy is a conscious procedure carried out in order to solve a problem". (Williams, E. and Moran, C. (1989 : 223) Reading in a foreign language at intermediate and advanced levels with particular reference to English, *Language Teaching*, 22, 217-228. [R2348])
social / affective strategy	One of three general types of learning strategy. It may consist of using social interactions to assist in the comprehension, learning, or retention of information. It may also consist of using mental control over personal affect that interferes with learning. (see also *cognitive strategy*, *metacognitive strategy*) (O'Malley and Chamot p229 90 359)
sociopragmatics	"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])

spatial intelligence sometimes *visual spatial intelligence*	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])
spreading activation	The activation of one concept in long-term memory that activates other concepts to which it s connected by meaning or use. The spread of activation in long-term memory runs along the paths established by propositional networks and schemata. The availability of connections in long-term memory makes new information meaningful (O'Malley and Chamot p229 90 359)
story grammar	A special schema representing the discourse organization of fables, stories, and narratives (O'Malley and Chamot p229 90 359)
strategy	[research strategy] "*Strategy* can be taken to mean quite simply 'experiments, surveys or case studies'." (Nigel Blake, comments to electronic conference in OUUK H801 course 14 Aug 1998) (see also *approach*, *paradigm*)
strategy	A *strategy* is a pattern of information processing activities which is used to prepare for an anticipated test of memory. (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])
Strategy	"A skill is an ability which has been automatised and operates largely subconsciously, whereas a *strategy* is a conscious procedure carried out in order to solve a problem". (Williams, E. and Moran, C. (1989 : 223) Reading in a foreign language at intermediate and advanced levels with particular reference to English, *Language Teaching*, 22, 217-228. [R2348])
Strategy Learning s	Weinstein & Mayer (1986) define learning strategies as "behaviours and thoughts that a learner engages in during learning, and that are intended to influence the learner's encoding process". (Weinstein, C.E., & Mayer, R.E. (1986). The teaching of learning strategies. In M.C. Wittrock (Ed), *Handbook of Research on Teaching*. New York: Macmillan.) [from R3060]

Strategy ***Learning s***	According to Dansereau (1978), a learning strategy is a mental construction that involves a situationally relevant metastrategy containing various substrategies. (Dansereau, D.F. (1978). The development of a learning strategy curriculum. In H.F. O'Neil (Ed), *Learning Strategies*, (pp. 1-29). New York : Academic Press.) [from R3060]
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])
study skills	(Usually) overt behaviors, such as taking notes, writing summaries, and using reference materials, that are intended to enhance learning (O'Malley and Chamot p229 90 359)
substitution	Using a replacement target language word or phrase when the intended word or phrase is not available (O'Malley and Chamot p229 90 359)
summarizing	Making a mental, oral, or written synopsis of new information gained through listening or reading (O'Malley and Chamot p229 90 359)
support strategies	Term used to describe strategies that help maintain attention to materials and an appropriate attitude for learning (see also *primary strategies*) (O'Malley and Chamot p229 90 359)
Task	The interrelationship between the external situational factors (such as setting, subject matter, activity type, participant's gender, and age) and the learner's internal processing capabilities. (Tarone, E. (1985) 'Variability in Interlanguage Use : a study of style-shifting in morphology and syntax', *Language Learning*, vol. 35, pp. 373-403. [R1804])
teacher	For us, being a good *teacher* requires recognizing both the problematic nature of teaching and that teachers have power to change their practices. Such power is circumscribed by the prevailing conditions, but the contradictions embedded within thos conditions mean that their circumscription fluctuates and is never absolute. One of the most problematic arenas of conflict and contradiction in teaching is the relations between teachers and their students. In *distance education* - particularly higher education - these relations are substantially fractured by distance, in its temporal and spatial forms, and often exacerbated by the diversity of students involved. As distance educators, we believe that the critical reflection process requires that students and teachers share collaboratively in the educational experience. (Evans, T. and Nation, D. (eds) (1989 : 10) *Critical Reflections on Distance Education* London : Falmer Press. [R1270])

teaching	"Teaching is responding to the way your students are responding to what you have done so far." arguing for the intrinsic necessity for feedback (without which the actions of the teacher would merely be lecturing, publishing or delivering) in the teaching/learning paradigm, by Derek Rowntree in conversation with David Hawkridge on the audiocassette provided to students on OUUK course H801 in 1998.(R1566)
Teaching	All approaches to teaching, whatever their differences, can best be seen as an organised attempt to help people bring some kind of meaning to their lives. Thomas, L. and Harri-Augstein, S. (1985) *Self-organised Learning : foundations of a conversational science for psychology.* London : Routledge and Kegan Paul. [R2327 from R2319, p50]
Teaching	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]
technical	2) of or relating to a particular subject or craft etc or its techniques (Oxford Concise Dictionary [R301])
Technology, learning	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]
Telematics	"Telematics is the combined use of telecommunication and computer technology. New information technologies, and information and communication technologies, are synonyms for telematics." 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]
tertiary	*Tertary* education is post-compulsory education, in the UK this is post-16 (years old), and below *higher* education which is university education. So *tertiary* education includes technical and vocational training, HNC, colleges and so on, perhaps teaching training PGCE and nursing colleges. (see *Higher*)
tests	Tests are instruments of *evaluation*, one of the ways in which we try to measure learner performance. They have a physical existence and operate within specific timeframes, seekin to make accurate predictions on the basis of relatively small samples of performance in the case of such an enormously complex thing as language (Allan 95 1248, and see Allan p8 96 1251)

Sampling *Theoretical-*	*Theoretical sampling* : Data gathering driven by concepts derived from the evolving theory and based on the concept of 'making comparisons,' whose purpose is to go to places, people, or events that will maximise opportunities to discover variations among concepts and to densify categories in terms of their properties and dimensions (Strauss, A. and Corbin, J. (1998 : 201) *Basics of Qualitative Research : Techniques and Procedures for Developing Grounded Theory*, 2nd edition, Sage, Thousand Oaks, CA. [R2107])
Thinking	Thinking is a complex internal process in which we "take new information, combine it with information stored in memory and end up with something more than and different from what we started with." (Halpern, D.F. (1984 : 4) *Thought and Knowledge : an introduction to critical thinking*. Hillsdale, NJ : Lawrence erlbaum Associates. [R2679 from R2662]) "Thinking [is] an often unconscious, dynamic, private 'activity that involves combinations of information stored in memory so that we end up with something more than and different from what we started with." Halpern 1984 : 371) [R2679]
Thinking / *Formal Thought*	"Formal Thought (also known as formal operations). The fourth stage in Piaget's theory of intellectual development. It emerges between 11 to 15 years of age when people develop the ability to formulate hypotheses, reason logicall, and deal with abstractions." Halpern, D.F. (1984 : 362) *Thought and Knowledge : an introduction to critical thinking*. Hillsdale, NJ : Lawrence Erlbaum Associates. [R2679]
T list	A form of note taking in which the main ideas of a passage are noted on the left side of a page and the corresponding details are listed on the right. The designation of a "T" is derived from the fact that the learner makes a vertical line to separate the main ideas from the details and a crossing horizontal line at the top of the page on which to write the words "main ideas" and "details" (O'Malley and Chamot p229 90 359)
top-down processing	A special form of mental processing in which individuals attempt to comprehend textual information by making use of schemata based on real-world knowledge or story grammars (see also *bottom-up processing*) (O'Malley and Chamot p229 90 359)
Transaction, *instructional*	"An instructional transaction is defined as an instructional strategy that incorporates all the conditions for teaching a given type of learning. An instructional transaction is all of the learning transactions necessary for a student to acquire a particular kind of knowledge or skill (learning goal)." Merrill, D.M. (1999 : 402) 'Instructional Transaction Theory (ITT) : Instructional Design Based on Knowledge Objects', In Reigeluth, C.M. (Ed.) *Instructional-Design Theories and Models, vol II, A New Paradigm of Instructional Theory*. Lawrence Erlbaum Associates, Mahwah, NJ. pp. 397-424 ISBN 0 8058 2859 1
transfer	Use of previous linguistic knowledge or prior skills to assist comprehension or production (O'Malley and Chamot p229 90 359)

Transportability of validity	"Transference of a test from one situation in which the test has been proven valid to another similar situation or location is often referred to as the 'transportability' of validity from one situation to another." (Rafilson, F. (1991) 'The Case for Validity Generalization', *ERIC/TM Digest*, ERIC Document Reproduction Service No ED338699. [R1962])
triangulation	"The rhetoric of triangulation, a term drawn from the field of surveying, implies that three elements of a triangle are known ... Where there are two data points, all we have is a measure of agreement or disagreement ... Real triangulation requires additional information, which may be data from an actual third source (one whose position relative to the two other sources is known); a more theoretical explanation that subsumes the apparent disagreement; or information about the trustworthyness of the two sources drawn from other data (the assistant superintendent is known to be a liar; the survey item is unreliable, and so on). (Miles, M.B. (1982 : 125-126)'A Mini-cross-site Analysis', *American Behavioral Scientist* 26(1) : 121-132.) [from R801]
triangulation	*Triangulation* means collecting three or more types of data to help you confirm, revise, or reject your *hypothesis*. Depending upon just one source of data makes any conclusion suspect. <http://www.acofi.edu/~educate/action.html>
triangulation	"A combination of data sources is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity of features as is found in educational settings, and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people (i.e. '*triangulation*').It is now widely held that multiple methods should be used in all investigations (Patton, 1987 : 61)." (Weir, C. and Roberts, J. (1994 : 137) *Evaluation in ELT* Oxford : Blackwell. [R977])
tuning	The refinement of existing knowledge based on modifications of available knowledge structures (see also *accretion, restructuring*) (O'Malley and Chamot p229 90 359)

turn-key	A turnkey solution means an out-sourcing solution, that provide all aspects of the online delivery service. As you get in your car and TURN THE KEY on, you expect the delivery vehicle to work. You still will need to steer and to direct to the desired destination. A turn key solution will provide the network, the hardware for hosting, the software, the application consulting, the tech support and more. For more details please look up www.convene.com
	In the computer industry, a 'turnkey'solution is a completely integrated 'package' of software and hardware with sophisticated elements and a lot of custom programmingthat incorporates every element of using the system into it---from installation and training to annual maintenance. The enduser usually doesn't even load in data sets. The turnkey solution may be so well packaged that the enduser never has to open the documentation, nor do any more to deal with a problem than call an 800 number. The vendor would then dial into the system and fix it. More often than not, the 'turnkey' is quite expensive and leased.
Tutoring	Tutoring is "the means whereby an adult or 'expert' helps somebody who is less adult or less expert. … a situation in which one member 'knows the answer' and the other does not"(p 89). Tutoring is the process of providing "scaffolding which consists essentially of the tutor 'controlling' those elements of the task that are initially beyond the student's capacity, thus permitting the student to concentrate on and complete only those elements that are within his range of competence." (p 190) [– goes on to describe some of the features of this scaffolding process] (Wood, D., Bruner, J.S., & Ross, G. (1976). 'The Role of Tutoring in Problem Solving' *Journal of Child Psychology and Psychiatry* 17 : 89-100.

tutoring (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.
url	universal resources locator
Utility	(There are three qualities of good assessment ; *validity*, *reliability* and *utility*) Utility is can the test be done or is prohibitively large, cumbersome, time consuming and costly) "Utility embraces the convenience, flexibility and inexpensiveness of the assessment, inevitably considerations of some importance." (Nuttal, D.L. (1989 : 266) 'The Validity of Assessments', pp. 265-276, in Murphy, P. and Moon, B. (eds.), '*Developments in Learning and Assessment*', in association with the Open University, Hodder & Stoughton, London. [R1826]
utilization	In language comprehension, the process of relating a mental representation of a text to declarative information stored in long-term memory. Utilization is the third of three processes involved in language comprehension (see also *parsing, perceptual processing*) (O'Malley and Chamot p229 90 359)

utterance	"An utterance is a natural unit of speech bounded by breaths or pauses. or An utterance is a complete unit of talk, bounded by the speaker's silence. Utterance does not have a precise linguistic definition. Phonetically an utterance is a unit of speech bounded by silence. In dialogue, each turn by a speaker may be considered an utterance. Linguists sometimes use utterance to simply refer to a unit of speech under study. The corresponding unit in written language is text." Aronoff, M., & Rees-Miller, J. (Eds.). 2001. *The handbook of linguistics.* Blackwell Handbooks in Linguistics. Oxford: Blackwell. xvi–823.see also http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsAnUtterance.htm
validity	"Validity is concerned with measuring what you want to measure. It is crucial to be explicit about what is to be measured and to take steps to ensure that your data collection procedures provide you with the data for this purpose. Methods should be selected which best allow you to do this in your particular context." (Weir, C. and Roberts, J. (1994 : 137) *Evaluation in ELT* Oxford : Blackwell.[R977]) (see also *face validity, content validity, construct validity, concurrent validity, predictive validity*)
Validity	"The fidelity of the inference drawn from the responses to the assessment is what is usually called the validity of the assessment. In practice, an assessment does not have a single validity :; it can have many according to its different uses and the different kinds of inference made, in other words according to the universe of generalisation." (Nuttal, D.L. (1989 :265-6) [R1829] 'The Validity of Assessments', pp. 265-276, in Murphy, P. and Moon, B. (eds.), '*Developments in Learning and Assessment*', in association with the Open University, Hodder & Stoughton, London. [R1826])
Validity	"The extent to which a test or examination does what it was designed to do." (Nuttal, D.L. and Wilmott, A.S. (1972) *British Examinations : Techniques of Analysis*, NFER, Slough. [R1830])
Validity	"Elsewhere I have maintained that test validity is an overall evaluation judgement of the adequacy and appropriateness of inferences and actions based on test scores (Messick, S. (1980) 'Test Validity and the Ethics of Assessment', *American Psychologist*, vol. 35, pp. 1012-1027. [R1831]) As such, validity is an inductive summary of both the existing evidence for and the potential consequences of test interpretation and use." (Messick, S. (1984 : 231) 'The Psychology of Educational Assessment', *Journal of Educational Assessment*, vol. 21, pp. 215-237. [R1832])
Validity	There are three qualities of good assessment ; *validity, reliability* and *utility* (see these separately listed)

Validity - Construct V.	"Construct validation …subsumes or replaces all the other kinds of validation that textbooks list, e.g. face, instructional, content and so forth." (Nuttall, D.L. (1989 : 267) 'The Validity of Assessments', pp. 265-276, in Murphy, P. and Moon, B. (eds.), '*Developments in Learning and Assessment*', in association with the Open University, Hodder & Stoughton, London. [R1826]) (see *construct v, content v, face v, predictive v, diagnostic v, internal and external face v*)
Validity Generalization	"Validity Generalization is the degree to which evidence of validity obtained in one situation can be generalized to another situation without further study of validity in the new situation." (Rafilson, F. (1991) 'The Case for Validity Generalization', *ERIC/TM Digest*, ERIC Document Reproduction Service No ED338699. [R1962])
Validity Transportability	See *transportability of validity*
Variation, Theory of	"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]
verbal linguistic intelligence	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])

Vertical Thinking	"Thinking that is logical and straight-forward. Used in the refinement and development of ideas. Compare with *lateral thinking*, which is sometimes considered to be more creative." Halpern, D.F. (1984 : 372) *Thought and Knowledge : an introduction to critical thinking.* Hillsdale, NJ : Lawrence Erlbaum Associates. [R2679]
Vicarious relevance	"Hodgson used the technique of stimulated recall to study how higher education students had reacted during lectures. Three broad sets of reported experiences were identified : extrinsic, intrinsic, and vicarious relevance. The first two appear to be related to the learning styles of surface and deep processing and the third is related to the students' perception and understanding of the lecturer's view. Vicarious experience occurs when the lecturer is enthusiastic, committed, and provides illustrations and metaphors which strike home. Vicarious experience provides a link between studies of expressiveness and student attitude change. It is as if the student begins to identify and incorporate the lecturer's view into his or her own mode of thinking and appreciation of the subject." [quote taken from R2075] (Hodgson, V. (1984) 'Learning from Lectures', pp. 90-102 in Marton, F., Hounsell, D. and Entwistle, N.J. (eds.) *The Experience of Learning*, Scottish Academic Press, Edinburgh. [R1788])
Virtual campus	"*Virtual university* and *virtual campus* are two terms that have been mentioned in distance education theory due mostly to the incorporation of asynchronous learning networks. A misconception exists when these terms are used and it centers on the possibility of institutions dissolving into cyberspace. This is unlikely! The term virtual is used in recognition of the asynchronous population and the distributed learning process. The traditional model of knowledge delivery has changed and will continue to do so. Institutions will have to support the "distributed learning communities" but also maintain a level of traditional interaction providing the sense of an academic community (Talley 1997). I will use the term virtual campus in recognition of the importance and multi-dimension of a college or university community. It is not my intent to propose the elimination of the physical community." (Stenerson, J.F. (1998) 'Systems Analysis and Design for a Successful Distance Education Program Implementation', *Online Journal of Distance Learning Administration*, vol. 1, no. 2, published by the State University of West Georgia, Distance Education Center, http:// www. Westga.edu/ ~distance/ Stener12. Html [R2044])

visual spatial intelligence	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])
vocational	1) of or relating to an occupation or employment 2) (of education or training) directed at a particular occupation and its skills (Oxford Concise Dictionary [R301])
vocational	2) of or relating to applied educational courses concerned with skills needed for an occupation, trade, or profession (Collins English Dictionary
Web-based instruction	"Web-based instruction is defined as delivery of educational or training materials to a student(s) via the Internet that includes hyperlinks and communication capabilities." LaMonica, L. (2001 :1) The Role of the Instructor in Web-based Instruction : Are We Practicing What We Preach ?, online survey results posted at < http: //www .geocities .com /llamonica /instructorwbt .html >
Webbook	See *Intelligent Tutoring Systems*
working memory	Term used to denote the active use of cognitive procedures with new information that is in the process of being stored. It may also denote the active use of cognitive procedures in which information drawn from long-term memory is associated with new information. Some theorists believe that working memory and short-term memory are identical (O'Malley and Chamot p229 90 359)
Zone of Proximal Development ZPD	The Zone of Proximal Development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" Vygotsky, L.S. (1978 : 86) *Mind in Society : The Development of Higher Psychological Processes,* Cambridge, MA : Harvard University Press.