

**DEPARTMENT OF HOMELAND SECURITY
TRAINING GLOSSARY**



**Homeland
Security**

**Version 2.1
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This glossary is presented on behalf of the Department of Homeland Security Chief Learning Officers Council's (CLOC), Training Evaluation and Quality Assurance Working Group (TEQAG) for the purposes described on page 5 (Introduction and Purpose). This document is hereby recognized and approved for official use and release until revised or superseded.



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Version History

| Revision | Version | Date | Description | Author |
|-----------------|----------------|----------------|------------------------------------|---------------|
| 0 | 1.1 | September 2006 | First Release | TEQAG |
| 1 | 1.2 | December 2007 | OPM Codes (50 terms) | TEQAG |
| 2 | 1.2 | December 2007 | Additional Terms (8 terms) | TEQAG |
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Introduction

The Department of Homeland Security (DHS) Chief Learning Officers Council (CLOC), Training Evaluation and Quality Assurance Group (TEQAG) first developed the Training Glossary in 2006 “to create a common language and glossary of terms associated with DHS learning and development activities.” The original version was intended to support of the DHS Learning and Development Strategic Plan for Years 2006-2011.

The latest version of the glossary incorporates new terms and definitions that have become a part of the field of learning and development over the last few years. Some of these new terms are the result of technological advances, while others derive from new thinking in government and professional circles. As with the original glossary, reviewers and contributors seek to promote a common lexicon to enhance communication and understanding among DHS components and within the DHS learning and development community.

Purpose

This Training Glossary is a “living document” developed to promote:

- Clear communication,
- Greater understanding of DHS training processes and procedures, and
- Sharing of finite resources within the DHS learning and development community.

The Chief Learning Officers Council sought to include terms and definitions in use in the DHS training institutions, and by those in the department performing or supporting training, education, and/or professional development. We considered training activities both internal and external to the department.

We wrote this glossary for DHS employees and contract support staff who plan, develop, organize, coordinate, evaluate, direct, and/or control training, education, and professional development activities. We hope you will use this glossary to promote greater unity of effort. We encourage you to assimilate these terms and definitions into training contracts, policies, directives, and procedures.

Change Management

The DHS Training Glossary was developed in close coordination with the DHS Lexicographer. Requests for changes or additions to published terms and definitions should be sent to lexicon@hq.dhs.gov. In submissions, please include the specific term and page number referenced, the proposed change, and source reference (i.e., an article, book, etc.). Change requests are recorded and the requester is notified of receipt.

Coordination of change requests is handled by the Training Evaluation and Quality Assurance Group (TEQAG) subcommittee. The TEQAG will work with requesters, and consolidate change requests for review and approval by vote by the Chief Learning Officers Council (CLOC).

Upon a successful vote by the CLOC, the original requester of the change is notified, and the addition or edit will be published in the next version of the Training Glossary appropriately identified as a change. Requests which do not pass a vote by the CLOC will be returned to the requestor, with an explanation of the determination.

Explanatory Notes

The following notes should assist in using this glossary:

1. The Chief Learning Officers Council views establishing and maintaining a glossary as a continuous process, and this glossary will undergo annual review by the Training Evaluation and Quality Assurance Group. We plan to incorporate additional terms and definitions in future revisions as needed. However, we also need to remain cognizant of and remove terms that are no longer relevant or in use.
2. We distinguish between unique terms and unique definitions. When the Training Evaluation and Quality Assurance Group working group reached consensus on a specific definition and a single component requested a different term for that definition, we treated that different term as a synonym. In these instances we use the phrase “See also [secondary term]” and expect components to follow the primary term and definition.
3. All terms are defined as they are used in the learning and training development process; these terms may have slightly different usages in other contexts.

A-Z DHS Training Glossary

| <u>Term</u> | <u>Definition</u> |
|---|--|
| <i>ability</i> | The capacity to perform an act, either innately or as the result of learning and practice. |
| <i>academic probation</i> | A temporary classification assigned to a student who fails a regularly scheduled written examination or practical exercise. |
| <i>academy</i> | A designated training organization, including staff, facilities, etc., that conducts a variety of training programs including basic or specialized training. |
| <i>accelerated learning</i> | Combining adult learning theory and whole brain learning theory in the learning environment to achieve a faster learning rate. |
| <i>accomplished performer</i> | An individual who routinely produces accomplishments at or above standard. Often intended to mean the best performer currently on the job; a person whose skill or performance exemplifies the optimal or desired state. Instructional designers often use accomplished performers as subject matter experts (SMEs). |
| <i>accomplishment</i> | The outcomes or products of individuals and/or groups that are valuable to organizations. |
| <i>accreditation</i> | The process whereby an organization has received recognition or has been certified by a guiding or controlling institution. |
| <i>accredited law enforcement training program</i> | A training program that a law enforcement training community, such as Federal Law Enforcement Training Accreditation (FLETA) or Commission on Accreditation for Law Enforcement Agencies (CALIA), has recognized as meeting and maintaining accreditation program standards. |
| <i>achievement</i> | A measurement of what a person knows or can do after training. |
| <i>action learning</i> | A process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| <i>action verb</i> | A word that conveys action/behaviors and reflects the desired performance (e.g., place, cut, drive, open, hold). Action verbs reflect behaviors that are measurable, observable, verifiable, and reliable. |
| <i>active learning</i> | A process of learning new ideas, skills, and attitudes through performing and taking action. Active learning uses such devices as games, simulations, introspection, role playing, etc. |
| <i>adaptation</i> | Tailoring existing training to better fit current needs in terms of content and/or design. |
| <i>ADDIE Model</i> | One instructional systems development model that comprises five phases: analysis, design, development, implementation, and evaluation. |
| <i>ADDIE Backward Model</i> | An Instructional Systems Design model which modifies the traditional ADDIE model by including evaluation as part of the Analysis phase and throughout all of the phases. |
| <i>adjunct instructor</i> | A guest or contract instructor who possesses a high level of subject matter expertise or specialized skills. |
| <i>administrative activity</i> | A block of scheduled time in a training program used specifically for non-training administrative tasks or support activities necessary for organizing or managing the program. |
| <i>adult learning theory</i> | A body of knowledge that recognizes the role that the adult learner plays in terms of their goals, past experience, expectations and the need and ability to control the learning experience. Adult learning theory is also referred to as “andragogy.” |
| <i>advanced distributed learning (ADL)</i> | U.S. Department of Defense initiative to develop a shared technical framework or computer standard for web based content. This initiative produced the Sharable Content Object Reference Model (SCORM) standard. |

Term

Definition

| | |
|--------------------------------------|---|
| <i>advanced training</i> | Training designed to provide experienced personnel with refresher training, updated information, or supplementary abilities. It may also address specialized skills required for a specific assignment, increased responsibilities, or career enhancement. |
| <i>affective domain</i> | Learning that focuses on acquired attitudes, beliefs, perceptions, values, feelings and emotions (e.g., self-confidence, responsibility, respect, dependability, and personal relations). |
| <i>alpha test</i> | A test conducted by software developers to confirm that a computer program works. Usually evaluates only one part of the program or system at a time. See also <i>beta test</i> . |
| <i>alternative assessment</i> | Assessment strategies such as performance assessments, constructed response items, and portfolios used to replace or supplement assessment measured by multiple-choice tests. |
| <i>analysis</i> | The systematic process of examination carried out to distinguish problems, situations, or projects appropriate for instructional solutions or other suitable interventions that optimize performance. |
| <i>analysis phase</i> | The first phase of the ADDIE instructional design model determines the requirements for the design and development of training programs. This phase may include: <ul style="list-style-type: none">• Audience Analysis• Task Analysis• Job Analysis• Root Cause Analysis |
| <i>anchor</i> | An explanation clarifying the range of possible responses for a question on a test or survey. Example: Rarely = once or twice a year. |
| <i>andragogy</i> | The art or science of teaching adults. Originated with Malcolm Knowles in the 1960's and emphasizes that adults learn best when learning is self-directed. Contrast with pedagogy. See also <i>adult learning theory</i> . |

| <u>Term</u> | <u>Definition</u> |
|------------------------------|--|
| animation | Full motion graphics in two or three dimensions. |
| answer analysis | See <i>test item analysis</i> . |
| aptitude | The ability of an individual to acquire a new skill or to show the potential for acquiring a skill. |
| aptitude test | Test to predict a person's ability to acquire a new skill or to show the potential for acquiring a new skill. |
| array | A job aid format that organizes information to answer who, what, or where. Used to present large bodies of information. For example, a list of postal code abbreviations next to state names. |
| assessment | A systematic process for appraisal or evaluation. This term is often used interchangeably with evaluation but is also used in other contexts such as needs assessment where there is no evaluation context. |
| asynchronous learning | Learning in which interaction between instructors and students occurs intermittently with a time delay. Examples are self-paced courses taken via the Internet or CD-ROM, Q&A mentoring, online discussion groups, and email. See also <i>synchronous learning</i> . |
| attitude | A disposition or tendency to respond positively or negatively to an idea, object, person, or situation. This is loosely associated with one's opinions, beliefs, and experiences. See also <i>affective domain</i> . |
| attribute | Quality or characteristic of a person, place, or thing. A characteristic of an item used as the basis for discrimination. Example; Warm blood is an attribute of a mammal. See also <i>critical attribute; discrimination; concept</i> . |

Term

Definition

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|-------------------------------|---|
| audience analysis | Describes the individuals who will use a training product or service. The description can include such characteristics as age, interests, computer abilities, reasons for participating in training, prior knowledge, attitudes toward the organization or work environment, and any other information perceived to assist the training team. Also known as “audience profile.” |
| authoring software | Computer software programs used to develop computer-based or web-based training products. |
| baseline | Valid and reliable information about an intended population that is used to ascertain differences between behavior before and after an event. A baseline establishes the level of performance or behavior at the time of measurement. |
| basic skill | The fundamental skill needed to succeed in an academic environment and eventually in life. |
| basic training | Entry level training that is generally provided for new personnel who have little or no previous background, experience, or formal preparation for beginning a career field or work assignment. |
| basic training program | Provides entry-level students with instruction necessary to meet a single agency’s mission-specific basic training needs. |
| behavior | Any action (either covert or overt) that the learning exhibits before, after or during training. The activity should be observable and/or measurable. It is a component of a learning objective. See also <i>condition statement; standard; enabling learning objective</i> . |
| behavioral change | The ability of the learner to act differently, to do new things, or to do old things in new ways. Behavioral change is the intended result or outcome of training. |
| behaviorism | Belief that learning results in a change in the learner's behavior. The focus of behaviorists is on the outputs of the learning process. The study of learning only through the examination and analysis of objectively observable and quantifiable behavioral events, in contrast with subjective mental states. |

| <u>Term</u> | <u>Definition</u> |
|-----------------------------|---|
| benchmark | Comparative standard for evaluating accomplishments against known exemplars of excellence; a benchmark is a targeted goal that is beyond current capabilities, but for which the organization is striving. |
| best practice | A best practice evaluates what already exists, what lessons have been learned, and what should be changed or avoided to make it possible to achieve defined goals; thus, it becomes a method or technique that is proven to illustrate successful results. Sometimes best practices may be adapted from other successful organizations. |
| beta test | Follows alpha test. Determines if a program's features work properly in a work environment and if they meet the functional requirements. Conducted with a sample of the intended users and forms part of the acceptance process. See also <i>alpha test</i> . |
| blended learning | Learning events that combine aspects of online and face-to-face instruction. |
| block of instruction | A group of related instructional units, modules, or lessons covering a major subject area. |
| Bloom's Taxonomy | A multi-tiered model of classifying thinking according to six cognitive levels of complexity. The taxonomy is hierarchical, in that each level is subsumed by the higher levels. |
| brain dominance | An individual's preference for using one's cognitive abilities. There are two styles of thinking - right brain (intuitive, spontaneous, and qualitative) and left brain (factual, analytical and quantitative). |
| branching | An instructional technique in which the student's next step of instruction is determined by the student's last response. In automation, the next step may be determined by the pattern of responses to a series of items relating to the subject matter. |
| briefing | A presentation intended to inform or persuade. Typically does not include measurable learning objectives or participant assessment. |

| <u>Term</u> | <u>Definition</u> |
|----------------------------------|---|
| business case | A method for projecting and documenting the benefits to be gained as a result of investing resources in a given strategy. A business case typically provides cost/benefit analysis information on return on investment over time, etc. Business cases tell agencies about the likely consequences of certain actions. |
| bypassing | A technique that permits a student to skip certain portions of the material based on prior knowledge. |
| career path | Targeted career goals and the steps to follow to attain those goals. Career paths are made up of the lateral and vertical movement of DHS employees across occupational groups and series fostering the achievement of mission objectives, while encouraging employees to explore all DHS developmental opportunities to realize their professional and personal goals. |
| case study | A teaching method in which students are presented with a situation that could contain a short narrative with background, main issue, and events that led to a problem or decision. In order to master instructional objectives, students formulate solutions which are then compared to an expected outcome. |
| cause | Things that impede individual and organizational performance; causes can be categorized as follows: (1) lack of skills and knowledge or information (2) lack of motivation and self-concept (3) lack of performance capacity (4) lack of, or flawed rewards, recognition, and incentives (5) lack of, or flawed tools and processes (6) lack of, or flawed. |
| central tendency | An average or typical value in a set of scores. The mean, median, and mode are the most common measures of central tendency. |
| certificate of attendance | A document acknowledging attendance at a learning activity. This acknowledgement does not confer any formal recognition or certification associated with the learning activity and does not certify any minimum standards other than attendance have been achieved. It may be provided to students who fail to meet the minimum requirements of a program in lieu of a certificate of training. |

| <u>Term</u> | <u>Definition</u> |
|----------------------------------|---|
| certificate of completion | A document acknowledging completion of a learning activity that does not require students to demonstrate knowledge of the subject through a written examination or a practical exercise. |
| certificate of graduation | See <i>certificate of training</i> . |
| certificate of training | A document acknowledging the successful completion of all administrative and evaluation requirements of a training program. They are commonly awarded at the conclusion of training that have measurable minimum standards that must be met and demonstrated in written examinations and/or practical exercise performance evaluations. |
| certification | Verification and acknowledgement that an individual has demonstrated proof to a minimum level of knowledge, skill or competence, as defined by a predetermined set of standards. |
| checklist | A list that should be considered or verified before, during or after performing a task. |
| chronological | Information that is presented in a time progression sequence (e.g., from the past, then the present, and finally the future). |
| chunking | A process of organizing information in groups or patterns to make it easier to remember (decrease cognitive load). See also <i>information mapping</i> . |
| class | One iteration of a course. |
| class schedule | The time and date when lessons in a course begin and end. |
| classroom climate | The "feel" or tone of a classroom, indicated by the total environment, including the way teacher and students relate to one another. |
| classroom management | Techniques used by instructors to facilitate effective learning. |

| <u>Term</u> | <u>Definition</u> |
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| closed answer | Fixed options in that the learners select from a pre-specified list of responses to questions; e.g., multiple choice test items. |
| clustering | A process of organizing many tasks into groups for the purpose of deciding upon the optimal instructional setting mix for that group of tasks. Also pertains to sequencing groups of objectives within a course of instruction. |
| coach | A person who provides assistance to others in performing job tasks or acquiring skills in the work environment. |
| cognitive domain | Content knowledge and the development of intellectual skills. See also <i>cognitive learning</i> . |
| cognitive learning | A domain of learning that is concerned with knowledge and the various mental activities and processes by which the learner acquires knowledge and mental skills. See also <i>cognitive domain</i> . |
| collaborative learning | A training method that involves learners working together in small groups to develop their own answer through interaction and reaching consensus, not necessarily a known answer. |
| collective task | A task that requires more than one individual to complete with each individual performing a discreet part of the collective task. |
| combination test | Device, technique, or measuring tool that combines two or more approaches to establish mastery of the subject (e.g., answer a math problem and show calculations.) |
| competency | A measurable, observable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to successfully perform work roles or occupational functions for accomplishing organizational mission and goals. |
| compression and decompression (codec) | A specific combination of computer hardware and software used to compress and decompress files so they require less storage space, or so that they may be moved more quickly from storage to presentation. |

| <u>Term</u> | <u>Definition</u> |
|---|--|
| computer-based training (CBT) | A self-paced mode of instruction delivered via computer which is not dependent upon a network or learning management system for delivery. |
| computer-managed instruction (CMI) | See <i>Learning Management System (LMS)</i> . |
| concept | A class of people, objects, events, ideas, or actions that are grouped together on the basis of shared critical attributes or characteristics. See also <i>attribute; critical attribute; discrimination</i> . |
| concept map | The arrangement of major concepts from a text or lecture into a visual arrangement. Lines are drawn between associated concepts, and relationships between the connected concepts are named. These concept maps reveal the structural pattern in the material and provide the big picture. |
| condition statement | The part of a performance objective that identifies any assistance, aids, or constraints that will be given to the student in the performance of a task. See also <i>behavior; standard</i> . |
| confirmation | Giving each learner acknowledgement of the results of each activity throughout the instructional process. This reinforces or rewards the learner during the entire learning situation. See also <i>feedback</i> . |
| consequences of error | The penalty for non-standard performance. Used as a factor in certain task selection models. |
| constraint | Any element or factor that prevents persons from reaching a higher level of performance with respect to their goals. |
| constructed response | An answer to a test item requiring recall or completion as opposed to recognition (e.g., drawing a diagram, filling in a form, and labeling the parts of a piece of equipment). |

| <u>Term</u> | <u>Definition</u> |
|-------------------------------|---|
| consultant | A person who can provide valuable and pertinent advice generally drawn from a high degree of broad administrative, professional, or technical knowledge or experience. When an agency requires public advisory participation, a consultant also may be a person who is affected by a particular program and can provide useful views from personal experience. |
| content expert | See <i>subject matter expert (SME)</i> . |
| content outline | A means to organize and present course material by course or lesson objectives and topic titles. Learning activities are described for each topic. |
| contingency | The planning for an event possibility that may occur but that is not likely or intended during a project implementation. |
| continuous improvement | The process of constantly seeking to change performance for the better. See also <i>double-loop learning</i> . |
| contract instructor | Any individual who is authorized by a contractual agreement to provide instruction or other course-related services. |
| cooperative learning | A teaching method combining teamwork with individual and group accountability. |
| core curriculum | The body of knowledge that all students are expected to learn. |
| correlation | The relationship between two sets of data, that when one changes, the other is likely to make a corresponding change. If the changes are in the same direction, then there is a positive correlation. If it is in the opposite direction, then it is a negative correlation. |
| correlation study | A study which looks at the relationship of two or more variables and attempts to establish if there is a relationship, and if so, to what degree. Scores are obtained on two variables for each sample member, and then the pair of scores are used to calculate a correlation coefficient. This type of study identifies the degree to which the two variables are or are not related. |

| <u>Term</u> | <u>Definition</u> |
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| correlational data | Information on two variables that have a relationship. It is recommended that this type of information be placed in a scatter chart to show the relationship between the two variables; e.g., the relationship between the frequency of task performance and the scores on a performance test. |
| cost-benefit analysis | An examination of expected or perceived costs in relation to expected or perceived gains, typically conducted when contemplating new actions or considering new interventions. |
| counseling | A process characterized as a helping relationship between counselor and student that is directed toward guidance, informed decision making, improvement, change or reinforcement of student behavior, and goal planning. |
| course | A series of lessons related by a common goal for which student completion is documented. See also <i>curriculum</i> ; <i>lesson</i> . |
| course cost | An itemized list of training expenses that includes quantities and dollar amounts of specific materials, supplies and services that must be provided for each student in a training program. The total course costs for a program make up the tuition amount. |
| course map | A chart that depicts the designed sequence of events for a course. |
| course trial | A full length course conducted in a target environment (facilities, instructors and students) using the curriculum and supporting training material prepared for that course. It has as its purpose the "shaking down" or "validating" of the curriculum and materials in a classroom situation to determine their effectiveness in attaining the approved learning objectives or training goals. Also called "pilot course." |
| course validation | Review of a course to ensure objectives, content, and tests have a direct correlation to actual job tasks as required by the uniform guidelines. |
| course/instructor | An opportunity for learners/audience to convey their perceptions |

| <u>Term</u> | <u>Definition</u> |
|---------------------------------------|---|
| critique | of the lesson/course or instructor(s). |
| courseware | An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system. |
| covert behavior | Mental activity usually referred to as thinking. Behavior that is not directly observable but may be inferred from overt behavior that is observable. |
| criterion | A standard against which a performance or product is measured. See also <i>standard</i> . |
| criterion-referenced test | A device, technique, or measuring tool that establishes whether or not an individual or group performs the objective to the established standard. |
| criterion-referenced test item | An item designed to measure performance on an explicit set of objectives. |
| critical attribute | Necessary characteristic for determining class membership in a concept. See also <i>attribute; concept; discrimination</i> . |
| critical incident technique | A job analysis methodology used to identify job tasks. It is the identification of the critical job incidents and their products. Incidents are edited for redundancy, grouped into similar tasks, and then classified as positive or negative incidents. The incidents are summarized and then validated by the experts for completeness. This is a useful means for obtaining a list of relevant, real-world tasks to be included in instruction. |
| critical task | A task performed by an individual which is essential for mission accomplishment. It is identified through the application of a task selection model. It is addressed in the training curriculum for the position/occupation. See also <i>task selection model</i> . |
| criticality | A factor used to determine how essential a task is to job performance. See also <i>importance; task selection model</i> . |

| <u>Term</u> | <u>Definition</u> |
|--|--|
| cross-platform tool | One that can be used on different platforms with different operating systems. |
| cross-training | Training provided to prepare individuals to work in different areas or functions. |
| cue | A signal that performance is required. An initiating cue is a signal to begin performing a task or task-performance step. An internal cue is a signal to go from one element of a task to another. A terminating cue indicates task or step completion. See also <i>prompt</i> . |
| curriculum | A curriculum is a group of training courses or materials for an individual course designed to teach a range of skills and behaviors that are useful in a particular job. See also <i>course</i> ; <i>lesson</i> . |
| curriculum development conference (CDC) | A meeting or series of meetings to design and develop new training programs with peer group and customer input. See also <i>curriculum review conference</i> . |
| curriculum maintenance | The ongoing process of reviewing classes, courses and curriculum to ensure that they are up to date with current laws, policies and procedures. The process can also include ensuring the instructional design of the course is sound. |
| curriculum review conference (CRC) | A meeting or series of meetings between program users, the designated Program Manager, the assigned Program Specialist, and subject-matter experts to discuss curriculum-related issues including program and course subject matter content, instructional methodology and technology, sequencing of courses, student needs, and other issues as needed. See also <i>curriculum development conference</i> . |
| data-based decision making | Analyzing existing sources of information to make decisions. The process involves organizing and interpreting the data and developing action plans. |
| deductive design | An instructional design where rules are presented followed by |

Term

Definition

examples. The emphasis is on forming conclusions.

deficiency

Failure to meet a set performance standard.

delivery

Instructional methods used to present training such as instructor-led training, web-based distance learning, online laboratory, CD-ROM, books, etc.

demonstration-performance method

A two-way instructional method that allows the instructor to tell and show students the correct way to do something (procedure, technique or operation) while allowing students the chance to practice that performance and receive feedback. Usually, this method is accompanied by verbal commentary and cueing. The idea behind the method is that skill comes from the students seeing how something is done, and then doing it themselves under the eye of an instructor. Generally speaking, the instruction is prefaced with an explanation of what students should look for when the skill is demonstrated.

dependent learning objective

See *enabling learning objective*.

design phase

The second phase of the ADDIE instructional systems design model. The output of this phase is a course design document that specifies the learning objectives, lesson sequence, learning activities/strategies, and instructional media, etc. Test items are also developed.

develop unavailable skill

Training to acquire the knowledge, skills, and abilities needed for fields of work for which the labor market cannot produce a sufficient number of trained candidates (e.g., air traffic controllers or IT professionals).

development phase

The third phase of the ADDIE instructional system design model consists of developing or producing products from the plan ("design"). Typical development work involves completing tests (level 2 evaluations), developing lesson plans, course materials, media, training aids, job aids, case studies, role plays, etc.

| <u>Term</u> | <u>Definition</u> |
|--|--|
| developmental training area | Formal developmental/training programs. |
| diagnostic front end analysis | See <i>front end analysis</i> . |
| differentiation (for testing) | A characteristic of evaluation which requires that tests and rating instruments be capable of making a distinction between selected groups; usually masters or non-masters of specific instructional objectives in criterion-referenced testing or high or low overall test performers in norm- reference testing. A discrimination index can be calculated at the test item level and can be used as a measure of test item effectiveness. See also <i>test item analysis</i> . |
| differentiated instruction (DI) | An approach to instruction that considers the needs of all learners. Learners come in to training with many different skill sets, experiences, and prior knowledge. Instruction is differentiated based upon content, process, or product, according to the learner's present level of functioning or skill, interest or learning profile. Differentiated Instruction is intended for group instruction, not individualized instruction. |
| difficulty | A factor used to determine the proficiency level required to perform a specific task. Task difficulty is often used in conjunction with task importance and task frequency to make determinations as to which tasks should be selected for formal training, which tasks should be job aided or some combination of the two, and which tasks should not be trained. See also <i>task selection model</i> ; <i>difficulty-importance -frequency (DIF) model</i> . |
| difficulty-importance-frequency (DIF) model | A task selection model used to determine whether a task should be trained/not trained, job-aided, or learned on-the- job. The three factors used to make the determinations are difficulty, importance and frequency. |
| discovery learning | An instructional model in which learners acquire new, or modify existing, knowledge, behaviors, skills, or values through investigation and questioning. May involve synthesizing different types of information. |

Term

Definition

| | |
|-----------------------------------|---|
| discrimination | Sorting a group of items into classes or categories by the use of one or more sorting attributes. Example: Placing whales and horses into a category called mammals based on attributes of air breathing, warm-blood, etc. See also <i>attribute; concept; critical attribute</i> . |
| distance learning | An instructional model in which learners acquire new, or modify existing, knowledge, behaviors, skills, or values while at different locations. May occur simultaneously. See also <i>synchronous learning; asynchronous learning</i> . |
| distracter/ distractor | In testing, incorrect answers provided as choices in multiple choice or matching test items. |
| distributed learning | An instructional model that involves using various information technologies to support learning. It accommodates a separation of geographical locations for part (or all) of the instruction, and focuses on learner-to-learner as well as instructor-to-learner interaction. |
| domain of learning | A broad classification of learning types. The three widely accepted domains are the cognitive (thinking, understanding), affective (attitudes, values), and psychomotor (physical skills). See also <i>Bloom's Taxonomy</i> . |
| double-loop learning | The concept describes individuals that, having attempted to achieve a goal on different occasions, modify the goal in light of the experience. Single-loop learning is the repeated attempt at the same problem, with no variation of method and without questioning the goal. |
| drill | A standardized technique or procedure that prepares students to execute critical collective tasks in an instinctive and spontaneous manner. The drill includes the methods by which it is trained. |
| drill and practice | A method of instruction characterized by systematic repetition of concepts, examples, and practice problems. Upgraded verifications of comprehension of enabling objectives (e.g., questions, exercises, and problems). |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| duty | A combination of related tasks equal a duty and duties combine to form a job. Example, an investigative agent might have a group of tasks that can all be related under the duty of preparing for a case. |
| education | Programs or courses designed to increase cognition or understanding of a subject as opposed to training which is provided to increase proficiency of a stated task. |
| eight-factor model | An individual critical task selection model that uses percent performing, percent of time spent performing, consequence of inadequate performance, task delay tolerance, frequency of performance, task learning difficulty, probability of deficient performance, and immediacy of performance. See also <i>task selection model</i> . |
| e-learning and computer-based training | A broad term that covers a wide set of distance-learning applications and processes such as web-based training. See also <i>distance learning</i> . |
| electronic performance support system (EPSS) | Electronic job aids designed to help a worker perform a task or a set of tasks. EPSS can either be built into the equipment's operating system or can be provided as a stand-alone software application or a handheld data assistant. |
| embedded test item | A criterion-referenced item designed to test performance on an objective after instruction but prior to a post-test. Used to test student performance and diagnose student progress at that point in the instruction. |
| embedded training | Training that is provided by capabilities designed to be built into or added onto operational systems to enhance and maintain the skill proficiency necessary to operate and maintain that equipment and item. |
| employee orientation training | Training of a general nature to provide an understanding of the organization and missions of the Federal Government, or the employing agency or activity, or a broad overview and understanding of matters of public policy. |
| enabling learning | A statement of what is expected of the student in demonstrating |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| objective (ELO) | mastery at the knowledge and/or skill level necessary for the achievement of the terminal learning objective (TLO). See also <i>terminal learning objective behavior; condition; standard</i> . |
| enabling performance objective (EPO) | See <i>enabling learning objective (ELO)</i> . |
| environment | Environmental influences on performance are the work- place provided factors of policies, procedures, instrumentation, ergonomics, tools, climate, etc. which facilitate the accomplishment of a task. The absence of or deficiencies in any of these factors can have an adverse effect on performance. |
| equivalency test | Used to determine if a trainee has mastered the course's terminal learning objectives prior to beginning a course. Passing the test will allow course credit to be assigned without taking the course. |
| evaluation | The systematic process of measuring or observing and judging how well individuals, procedures, or programs have met objectives. See also <i>formative evaluation; summative evaluation</i> . |
| evaluation instrument | A test or other measuring device used to determine achievement (go and no-go) or the relative standing of an individual or group on a test objective (i.e., attitude, behavior, performance objective, and other attributes). Evaluation instruments include tests (written and performance), rating forms, inventories, and standard interviews. |
| evaluation phase | The fifth stage of the ADDIE instructional systems design model used to determine the value of the instructional program. See also <i>summative evaluation; formative evaluation</i> . |
| executive development program / training | Continuing development for leaders above the GS-15 level. |

Term

Definition

experiential learning

A form of learning that occurs when a learner participates in an activity, reviews the activity, identifies useful knowledge or skills that were gained, and transfers the results to the workplace.

expert

A person who is specially qualified by education and experience to perform difficult and challenging tasks in a particular field beyond the usual range of achievement of competent persons in that field. An expert is regarded by other persons in the field as an authority or practitioner of unusual competence and skill in a professional, scientific, technical or other activity. See also *subject matter expert*.

extant data

Records and files collected by an organization reflecting actual employee performance and its results (for example, attendance figures, help desk tapes, callbacks for repair, employee evaluations). Also includes organizational documents such as policy, procedural handbooks and doctrine.

external evaluation

See *level 3 evaluation*; *level 4 evaluation*; *summative evaluation*.

facilitated self-instruction

A concept whereby learners complete self-paced instructional materials (paper-based or electronic-based) in the classroom. An instructor serves by introducing the materials at the beginning of the class or module, answers questions, and conducts a review at the end.

facilitator

A learning leader who guides individual or team learning in a classroom, laboratory, virtual or practical exercise setting.

fading

The technique of gradually removing the teaching information in programmed sequence to the point that the learner is required to perform the desired behavior without assistance.

federally mandated training

Training determined by the Federal Government as a condition of employment qualification.

feedback

All processes, procedures, and methods by which information is generated and given back to individuals, groups or an entire

Term

Definition

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| | organization about how well they performed in certain situations. |
| flowchart | Presents a series of "yes" or "no" questions. As "yes" or "no" is selected, an appropriate path to the next decision is followed until a final conclusion is reached. Also referred to as an algorithm. |
| focus group | Groups where participants convene to concentrate on distinct, particular issues. |
| formal learning | This is a class, seminar, a self-study course. |
| formative evaluation | Designed to collect data and information that is used to improve a program, product, or instruction; conducted while the program is still being developed/delivered. See also <i>evaluation</i> ; <i>summative evaluation</i> . |
| four-factor model | An individual critical task selection model that uses percent of performance, and task learning difficulty. See also <i>task selection model</i> . |
| frequency | A factor used to determine how often a specific task is performed. Task frequency is often used in conjunction with task importance and task difficulty to make determinations as to which tasks should be selected for formal training, which tasks should be job aided or some combination of the two, and which tasks should not be trained. See also <i>task selection model</i> ; <i>difficulty-importance-frequency (DIF) model</i> . |
| front-end analysis | A component of the Analysis phase of the instructional development process. Performance deficiencies are identified, tasks are selected for training; task performance measures are constructed; existing courses are reviewed; and the instructional delivery method is tentatively determined. |
| gaming | A training method in which a game is used to either teach information or to assess student's possession of skills/knowledge. It can be used in instructor-led or e-learning training. |

| <u>Term</u> | <u>Definition</u> |
|----------------------------|--|
| gap analysis | A study of the difference between "current state" and the "desired state", usually in terms of specified characteristics, performance levels, or competencies. The analysis generally concludes with a recommended strategy to reduce identified differences (gaps). |
| general training | Provides the knowledge /skill sets which are common to many assignments/positions/occupations. It is provided in order for the employee to obtain a predictable and measurable level of core knowledge, skill and interoperability within the organization and cultivate the organizational culture (e.g., writing, pc software, etc.) |
| goal | A broad statement or statements about the general intent of the training in terms of desired outcomes and work performance (e.g., The goal for the Paralegal Basic Course is to standardize the training for paralegal specialists so that job performance is consistent within Customs and Border Protection). |
| goal analysis | A technique described by Robert Mager in which an agreed upon goal is used to determine the learning objectives for a training event. The question "What behaviors need to be exhibited to prove that the trainees have accomplished the goal" is asked. These behaviors are listed in observable or measurable phrases which are then adapted into learning objectives. |
| goal-based scenario | A problem-based scenario in which the learner is expected to complete realistic tasks in order to achieve a defined performance goal. The tasks, as well as the goal, reflect the learner's on-the-job activities as closely as possible. |
| government facility | Property owned or substantially controlled by the Government and the services of any civilian and military personnel of the Government. |
| granularity | In terms of training content, the degree to which the content can be subdivided into smaller and smaller pieces or chunks. Used in relation to information mapping techniques and learning objects. |

| <u>Term</u> | <u>Definition</u> |
|---------------------------------------|--|
| graphical user interface (GUI) | A computer interface using icons or pictures. |
| graphics | Pictures/images used to represent a concept. Examples: photograph, clip art, digital images, etc. |
| grid | A way to organize information to show relationships between the information. In a grid, information is organized so that the reader can read from top to bottom or from left to right to compare the information. An example is a spreadsheet. See also <i>array</i> . |
| group practical exercise | A performance-oriented training situation in which a student is a member of a group required to successfully perform certain group job-related tasks according to predetermined standards. |
| guest speaker | An individual who speaks at a training event to provide information about a topic area in which he/she is considered an expert. |
| guided discussion method | A learning experience in which students participate in an instructor-controlled, interactive process of sharing information and experiences related to achieving learning objectives. |
| handbook | A document prepared specifically to provide guidance and/or information on a specific topic. |
| handout | Supporting information to be used by the learner as reference material in a training program. |
| hands-on | Student practice on actual equipment, simulators, or training aids. |
| hard skills | Skills performed where job requirements are well defined in terms of actions to be taken and expected outcomes. Generally considered the technical skills required by a position. See also <i>soft skills</i> . |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| hardware | A computer and its associated physical apparatus directly involved in the performance of communications or data processing functions. |
| help system | An automated system that acts as a job aid that is either built into or adjunct to another system which provides explanations, demonstrations, advice, and alternatives through a context-sensitive or inquiry-based system. |
| human performance technology (HPT) | A systemic process of discovering and analyzing human performance gaps, planning for future improvement, designing cost-effective interventions to close performance gaps, implementing the interventions, and evaluating the financial and non-financial results. |
| human resources operations audits (HROA) | An evaluation of DHS human capital programs conducted by the DHS Accountability staff and cross-organizational evaluation teams of Human Capital professionals. Policies, programs, and initiatives are assessed for their compliance with merit system principles, law and regulations; as well as their efficient and effective support of the department's human capital goals. |
| implementation phase | The fourth phase of the ADDIE instructional system design model. This phase involves the actual delivery of the instruction. |
| importance | A factor used to determine how significant a specific task is to the overall occupation. Task importance is often used in conjunction with task difficulty and task frequency to make determinations as to which tasks should be selected for formal training, which tasks should be job-aided, or some combination of the two, and which tasks should not be trained. See also <i>task selection model; difficulty; importance; frequency (DIF) model; criticality</i> . |
| incentive | See <i>motivation</i> . |
| index | Alphabetic guide to the contents of a file, document, or group of documents. |

| <u>Term</u> | <u>Definition</u> |
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| individual development plan (IDP) | As defined by DHS, a plan developed by the employee and discussed with the employee's supervisor that identifies an employee's short and long-term learning and developmental goals. It contains elective training, education, and development activities to acquire the competencies to meet career goals. |
| inductive design | An instructional approach where examples are presented and then followed by the rule. |
| inferential statistics | Used to make predictions about the similarity of the sample to the population from which the sample was drawn (McMillan and Schumacher, 1993, p. 192). |
| influence | Elements such as tools, work design, feedback, assignment and selection, policy, and training that impact human performance. |
| informal learning | Learning that can occur at home, work, and throughout society, collaborative problem solving, watching an expert or sharing a terminal for e-learning. |
| information mapping | A research-based method of the analysis, organization, and visual presentation of information copyrighted by Robert Horn. The techniques and principles allow any subject matter to be analyzed and formatted to be easily read and understood. The most notable attribute of the techniques are the presentation format which uses white space and tags to orient the reader. However, the initial analysis of the information and the presentation in the proper format is the strength of the technique. |
| in-service training | Training and professional development of staff sponsored by the employer and usually provided during normal working hours. See also <i>refresher training; recurrent training</i> . |
| instruction | The delivery of information to enable learning. The process by which knowledge and skills are transferred to students. Instruction applies to both training and education. |
| instructional designer | A professional who designs and develops training material using the instructional systems design methodology. |

| <u>Term</u> | <u>Definition</u> |
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| instructional event | Robert Gagné's instructional strategy for designing and delivering instruction that enhances transfer and retention of learning. The nine events are (1) gain attention, (2) inform learners of objectives, (3) stimulate recall of prior learning, (4) present content, (5) provide learner guidance, (6) elicit performance, (7) provide feedback, (8) assess performance, and (9) enhance retention and transfer. |
| instructional material | Items prepared, procured, and used in a course or program as part of the teaching or general learning process (e.g., handouts, lesson plans, audiovisual aids, etc.). |
| instructional strategy | An overall plan of activities to achieve an instructional goal. The strategy includes the sequence of enabling objectives and the learning activities leading to the instructional goal. |
| instructional systems design (ISD) | A systematic approach to analyzing, designing, developing, implementing, and evaluating any instructional experience. Also known as System Approach to Training (SAT). |
| instructional technology | The use of technology (computers, compact disc, interactive media, modem, satellite, teleconferencing, etc.) to support learning. |
| instructor | An individual who gives knowledge or information to learners in a systematic manner by presenting information, directing structured learning experiences, and managing group discussions and activities. |
| instructor assessment | A form of feedback provided to an instructor to enhance his/her skills and/or efficiency. |
| instructor guide | See <i>lesson plan</i> . |
| instructor technical qualifications | A written outline of the knowledge, skills, and abilities needed to lead learning activities in a defined learning environment. |
| instructor-led training (ILT) | Usually refers to traditional classroom training in which an instructor teaches a course in person or through distance |

Term

Definition

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| | learning. See also <i>synchronous learning</i> . |
| integrated basic training program | A basic training program designed for a single agency. Formal instruction is provided through the combined efforts of the training facility staff and the staff of the trainee's employing organization. Generic training and agency-specific training are blended into a sequence of courses instead of generic training being delivered prior to any agency-specific training. |
| interactive | Referring to instructional programs or applications that respond directly to the user, taking instructions and giving feedback. |
| intergovernmental training | Federal government training which permits the attendance of employees from state and local governments, Indian tribes and tribal organizations, and Alaskan native villagers. |
| interim summary | A segment of instruction that reviews recent learning to reinforce prior information. |
| internal condition | Recall capabilities that must be present for learning to occur. |
| international training program (ITP) | A training program delivered to personnel employed by countries other than the United States of America. |
| internet | A worldwide network of computer-based sources of information and messages that can be accessed from personal computers over telephone lines or other telecommunications links. |
| Inter-rater reliability | The concept that individuals looking at the same performance or product should score it similarly. Involves specifying the required characteristics for process steps or the completed product in the scoring document. |
| intervention | Based on the recommendations that are the outcomes of a performance analysis, interventions are designed to correct a problem or change a situation and improve performance. |

| <u>Term</u> | <u>Definition</u> |
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| interview / focus group | A data collection strategy in which oral questions are asked of individuals or small groups of individuals to gather relevant information. Can take place face-to-face or over the telephone. |
| interview form | Used to collect information from the learners and subject matter experts during the analysis process. |
| intranet | A networked system for the exchange of information and messages similar to the Internet but used exclusively within an organization. |
| item analysis | The review of the distribution of scores for each distracter of a multiple choice test. The process is used to identify test item deficiencies. |
| item difficulty | A calculation done to assess the complexity of a test item. |
| item discrimination | A calculation done to assess the test items' ability to discriminate between high and low achievers. |
| iterative process | A process that repeats its steps (i.e., say or do over again). |
| job | What a person does at work to satisfy an employer's needs and expectations in exchange for pay. A job consists of responsibilities, duties, and tasks that are defined and can be accomplished, measured, and rated. It is used as an employment tool for classifying work and for selecting employees. |
| job aid | Guides that support performance by helping personnel perform tasks that they do infrequently, that are too complex to memorize, or that are comprised of steps that are critical. Examples: simple checklists, document templates, aviation repair procedures. Job aids may either supplement or replace training. See also <i>electronic performance support system</i> . |

Term

Definition

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| job analysis | A breakdown of a job accomplished by gathering task activities and requirements through observation, interviews, or other recording activities. This results in a list of job tasks that is used to make training decisions. See also <i>job task analysis</i> . |
| job task analysis | The process of breaking down the complexity of a person's job into duties, tasks, subtasks, and steps that together compose a job. The process goes from the broadest perspective (job) to the narrowest (step). The resulting information is used to make training decisions (i.e., job aid task, train the task, do not train the task, train the task on the job). See also <i>job analysis</i> . |
| just-in-time training (JITT) | Training that provides learning when it is actually needed and used on the job. |
| key word | An index of terms or words from the contents of documents which may be selected, thereby taking the user to where they appear in documents. |
| Kirkpatrick Evaluation Model | A training evaluation process developed by Dr. Donald Kirkpatrick for determining the effectiveness of training and consisting of four levels: reaction, learning, behavior, results. See also <i>levels 1-4 evaluations</i> . |
| knowledge | Facts or information essential to performing a job or task. |
| KSA's | Acronym in the learning and development field for Knowledge, Skills and Attitude. KSA is also used in the HR community to describe Knowledge, Skills and Ability. |
| learner | One who acquires new knowledge, skills or attitudes which may be obtained coincidentally during daily activities, through self-study or by attending a program of instruction. |
| learning | The process of gaining knowledge, understanding, or skill by study, instruction, or experience. |
| learning activities | Events that are intended to promote knowledge transfer. |

| <u>Term</u> | <u>Definition</u> |
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| learning analysis | The analysis of a task to determine the skills and knowledge needed to perform the task. See also <i>job analysis</i> ; <i>job task analysis</i> . |
| learning assessment | See <i>assessment</i> . |
| learning center | A learning environment in a physical location or electronic space specifically developed to foster instruction that may employ instructional media to augment textbooks, manuals, and other delivery methods. |
| learning content management system (LCMS) | A software application or set of applications that manages the creation, storage, use and reuse of learning content. LCMSs often store content in granular forms such as learning objects. |
| learning curve | A curve reflecting the rate of improvement in performing a new task as a learner practices and uses the newly acquired skills. |
| learning decay | A decrease of learned skills over a period of time. Decay can be retarded by the conduct of sustainment training. |
| learning environment | The physical setting in which instruction practice or study takes place. This can include the classroom, computer center, conference, job site or in the individual's home or other place. |
| learning hierarchy | A graphic display of the relationships among learning objectives in which some learning objectives must be mastered before others can be learned. |
| learning management system (LMS) | Software that automates the administration of training information. It registers users, tracks courses in a catalog, records data from learners and provided reports to management. |
| learning map | See <i>concept map</i> . |

| <u>Term</u> | <u>Definition</u> |
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| learning object | A reusable chunk of information that is media independent. Examples include reusable information objects (RIOs), educational objects, content objects, training components, nuggets, and chunks. Generally employed in a SCORM-compliant environment. See also <i>SCORM</i> . |
| learning objective | A statement in specific and measurable terms that describes what the learner will know or be able to do as a result of engaging in a learning activity. Learning objectives generally have three components: a task; a condition; and a standard. |
| learning organization | An organization that is able to transform itself by acquiring new knowledge, skills, or behaviors. In successful learning organizations, individual learning is continuous, knowledge is shared, and the culture supports learning. Employees are encouraged to think critically and take risks with new ideas. All employees' contributions are valued. |
| learning outcome | See <i>objective</i> . |
| learning style inventory | An instrument used to determine a person's preferred learning style. |
| learning styles | Different ways in which a person can learn. Most people favor some particular method of interacting with, taking in, and processing stimuli or information. |
| lecture | Method of instruction in which the subject matter is presented orally to a class and student participation is limited. |
| lesson | A portion of a course which may contain multiple topics with learning objectives and information to be imparted to the student. See also <i>course</i> . |
| lesson map | A graphical representation of the lesson structure. The lesson structure is based on the choice of instructional strategies, feedback mechanisms, remediation methods, and types of learner interactions. A lesson map is used to visually represent the lesson structure. Lesson maps are similar to flowcharts providing an easy way to visualize the flow of the lesson. |

| <u>Term</u> | <u>Definition</u> |
|---------------------------|--|
| lesson plan | A written guide for trainers which is used in order to achieve the intended learning outcomes. It provides specific direction for accomplishing the learning objectives. It specifies requirements such as equipment, instructional media, and material requirements. Consists, at a minimum, of an introduction, body and conclusion/summary. |
| level 1 evaluation | Measures the degree to which participants react to a learning activity. See also <i>Kirkpatrick Model</i> . |
| level 2 evaluation | Measures to what degree participants acquire the intended knowledge, skill, and attitudes, confidence, and commitment based on their participation in a learning event or training event. See also <i>Kirkpatrick Model</i> . |
| level 3 evaluation | Measures to what degree participants apply what they learned during training when they are back on the job. See also <i>Kirkpatrick Model</i> . |
| level 4 evaluation | Measures to what degree targeted outcomes occur as a result of the training event and subsequent reinforcement. See also <i>Kirkpatrick Model</i> . |
| level-of-learning | Degree to which a learner attains an instructional objective within the cognitive, affective, and psychomotor domains. Descriptions dependent upon the chosen taxonomy e.g., Bloom, Gagné, Marzano, etc. |
| lifelong learning | The concept of 'continuous personal development' through student-centered learning. |
| Likert Scale | A widely used multi-point response scale often used in training surveys, questionnaires, and evaluations to incrementally measure attitude/reaction. |
| longitudinal study | A study which expands over time in which measurements are repeated and extend over a period of time. |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| m-learning (mobile learning) | Any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies. See also <i>distance learning</i> ; <i>distributed learning</i> . |
| mandatory training | Training required for all employees, government-wide, by federal statute or regulation. Within DHS, this term is also used to refer to training mandated for all DHS employees by DHS directive or policy. See also <i>required training</i> . |
| master training schedule | An official list, database or other means to display and monitor an agency's training programs. These data typically include program category, class number, program title, point of contact, course location, class length, number of students authorized, number of students registered, arrival and departure times, and start and completion dates. |
| mastery | Meeting all the specified requirements for a specified domain of learning (cognitive, psychomotor and/or affective), a combination of each, or all three domains of learning. Some form of measurement is required to determine mastery. |
| mastery learning | A learning strategy in which students progress through training by demonstrating proficiency on each objective before moving forward to a new more advanced learning topic. |
| media | Means of conveying or delivering information, such as paper, film, videotape, broadcast television, and computer programs. |
| media analysis | A form of analysis that allows the individual performing media selection to choose the most effective means of delivering information in relation to time (design, development & delivery) and costs. |
| media production | The creation of visual and audio elements to generate a training product. |

| <u>Term</u> | <u>Definition</u> |
|---------------------------------|---|
| mentor | Someone who offers his or her wisdom of past experience to help another enhance or advance their career. Mentors draw from an extensive and sometimes varied background that is rich with organization knowledge and lessons learned. |
| method of instruction | A delivery strategy used as a vehicle for teaching subject matter such as lecture, case study, discussion, and demonstration performance. |
| mission-related training | Training that supports agency goals by improving organizational performance at any appropriate level in the agency, as determined by the head of the agency. |
| mnemonic | Techniques such as rhyming, anagrams, parroting, and visualization that help a learner to store and retrieve information. |
| model | A representation of a system that analyzes or depicts a process which leads to insight. (i.e. diagram, flowchart, template). |
| module | A stand-alone instructional unit, consisting of one or more lessons, designed to satisfy one or more learning objectives. It is a separate, self-contained component that can be taught, measured, and evaluated on its own, or bypassed as a whole. A module can be combined with other modules to assemble units of different scope, complexity, or function. |
| motivation | State of need or desire that activates the person to do something that will satisfy that need or desire. |
| multimedia | Using, involving, or encompassing several ways of communication. |
| multiple choice | A formal test construction style, each item having a stem and several plausible choices with only one correct answer. |

Term

Definition

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| multiple learning path | Instructional tools used to help a learner determine progress on the road to mastering knowledge. With multiple learning paths, each choice by the learner leads to a different outcome and different feedback. It is up to the learner to find the correct path. Choices can be correct, partially correct, or incorrect. Multiple learning paths are usually restricted to two or three levels. |
| needs analysis | A systematic process that enables identification of the general causes of discrepancies between what exists and what is required. |
| needs assessment | A systematic process to acquire an accurate, thorough picture of a system's strengths and weaknesses, in order to improve it and meet existing and future challenges. |
| new work assignment training | Training to acquire the knowledge, skills, and abilities needed as a result of assignment to new duties and responsibilities when such training is not part of a planned, career development program (e.g., training provided to a placement officer who has been newly assigned position classification duties). |
| non-example (in concept teaching) | People, objects, events, ideas, or actions which lack one or more critical attributes of a particular concept and which should not be called by that concept name. |
| norm-referenced | A process of measuring individuals or groups performance/ outcomes and comparing to others for scoring and/or ranking. |
| norm-referenced test | Any test designed to obtain data for rank ordering or comparing student performance to the performance of a normative sample. |
| objective | A specifically defined ability or outcome gained as a result of a planned activity. There are specific types of objectives intended for desired outcomes, including terminal, enabling, and performance objectives. |
| objectivity | A characteristic of evaluation which requires that measurement in an educational environment be correct and factual and be free from instructor and institutional bias. |

| <u>Term</u> | <u>Definition</u> |
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| observation instrument | A device or procedure allowing an observer to code behaviors that are identified. They can be further classified based upon their data collection purpose and may be used to provide data on behaviors that can be collated and analyzed. |
| off-the-shelf (OTS) analysis | A process used to evaluate commercial-off-the-shelf (COTS) or government-off-the-shelf (GOTS) training and performance support products for possible use. |
| online learning center | See <i>learning management system</i> . |
| on-line training | A method of delivery via the Web or other means of Advanced Distributed Learning (ADL). |
| on-the-job training (formal) OJT | Provides observation with guided practice in a practical situation, while learners engage in productive work. |
| on-the-job training, unstructured (OJT) | An activity where knowledge, skills and abilities are attained at the worksite by employees without a planned, measured or a monitored approach. Unstructured OJT lacks consistency and outcomes are unpredictable. |
| open-ended test item | Measures an objective and allows the responder to reply with a written short answer or an essay response. Typically associated with higher level of learning. |
| organizational training plan | Required training of all employees within an organization. |
| orientation | An overview of a subject not requiring specific learning objectives or evaluation. |
| outcome | Intended result of a planned activity attained through stated objectives. The word "outcome" is associated with the idea of outcome-based education. See also <i>goal; objective; standard</i> . |
| output | Statement of what the performer produces on the job. See also <i>accomplishment</i> . |

| <u>Term</u> | <u>Definition</u> |
|----------------------------------|---|
| outreach (training) | Training that is provided in support of DHS Strategic goals to organizations or individuals outside of DHS. Examples are: State, local, tribal, territories, international, non-DHS Federal, academia, business and public. |
| overview | Segment of a lesson introduction in which the instructor provides a clear and concise explanation of the lesson objective, the subject matter, rationale, and an indication of the teaching method to employed. |
| participant guide | Published instructions that provide task orientation, description, explanation, providing a minimal reference framework. |
| pedagogy | The art and science of teaching. Generally used in reference to the teaching of children and is characterized by teacher-centered instruction. The teacher determines what is taught, how it is taught, and when it is taught. Contrast with androgogy. |
| peer review | A process conducted by subject matter experts, and/or members of a profession or organization, to identify content and perform technical reviews. This process adds checks and balances to support content validity. |
| performance | Work performed and accomplishments produced that have value to an organization. |
| performance analysis (PA) | A process applied to the study of the behavior of individuals or organizations to determine the use of appropriate techniques to improve performance. Results of the PA can be used to identify training solutions. The outcome of a PA is a comprehensive list of recommendations to eliminate performance gaps. Also known as a (performance) gap analysis or (performance) needs assessment. |
| performance assessment | Alternative or authentic assessment that requires students to perform a task rather than select from an answer on a readymade list. |
| performance capacity | See <i>ability</i> . |

| <u>Term</u> | <u>Definition</u> |
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| performance checklist | An instrument used to identify parameters of acceptance (sequential, quantitative and/or qualitative, etc.) to ensure critical task(s) are completed to a stated standard. |
| performance consultant (PC) | A person who analyzes performance problems and opportunities and identifies, designs, and develops interventions to improve performance. |
| performance criterion/criteria | Part of a learning objective that describes the observable learner behavior (s) (or the product of that behavior) that is acceptable as proof that learning has occurred. Also known as a standard. |
| performance deficiency | The inability to perform a required task(s) to a prescribed standard. |
| performance discrepancy | A difference between required, actual and/or expected performance. It may result from such factors as lack of proper equipment, poor motivation, blocked communication channels, incomplete/erroneous data, or a lack of knowledge, skills and abilities. |
| performance gap | A condition which exists when the actual state of performance is different from the desired state. |
| performance improvement | A process of discovering and analyzing gaps, planning for future improvements in performance, designing and developing cost-effective and justifiable interventions to close performance gaps, implementing the interventions, and evaluating the monetary and organizational results. |
| performance measures | Specific criteria that can be objectively observed and measured to a prescribed standard. |
| performance objective | The desired end result that a trainee or employee is expected to accomplish; specifies the conditions under which the end result is to be achieved; and describes specific criteria for successful achievement. See also <i>terminal objective</i> ; <i>enabling learning objective</i> . |

| <u>Term</u> | <u>Definition</u> |
|--------------------------------------|--|
| performance problem | A deviation from a performance standard; less than adequate performance present at the organizational, unit, or individual job level. |
| performance records | Recorded data used to document actual performance. The use of performance records will identify changes in behaviors on the job before and after the training. Used for performance management and training. |
| performance solutions | The outcome of a needs analysis. |
| performance support | See <i>job aid</i> . |
| performance task | See <i>task</i> . |
| performance test | A test in which the test taker actually demonstrates the skills the test is intended to measure by doing real-world tasks that require those skills, rather than by answering questions asking how to do them. |
| performance-based instruction | Instruction during which learners perform in ways that approximate and progressively approach the ways they will perform on the job using what they have learned. See also <i>performance-based training</i> . |
| performance-based training | The training focuses on the actual accomplishments and behaviors the student is to produce on-the-job. |
| pilot | A trial run of a course, class, curriculum, program and/or test instrument that provides information to improve or revise a product or process. See also <i>prototype</i> ; <i>course trail</i> . |
| pipeline | The total time involved in training personnel once they are designated as trainees, including time traveling to the training activity, time awaiting instruction, time of training, and time from termination of training until reporting to the ultimate duty station. Pipelines may include more than one training activity. |

| <u>Term</u> | <u>Definition</u> |
|---|--|
| position description | A statement of the major duties, responsibilities, and supervisory relationships of a position. In its simplest form, a PD indicates the work to be performed by the position. The purpose of a PD is to document the major duties and responsibilities of a position, not to spell out in detail every possible activity during the work day. |
| post test | Test given to students after completion of an instructional module or program and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program. |
| practical exercise | A training technique that permits students to apply knowledge and skills necessary to successfully perform one or more training objectives. |
| practice | A systematic performance of task(s) to gain proficiency using one or more domains of learning. |
| prerequisite | Requirements that candidates must have successfully completed in order to attend or participate in learning activities. |
| prescriptive learning | A process in which only coursework that matches a learner's knowledge gaps is offered to make the learning experience efficient and cost effective. |
| presentation | See <i>delivery; briefing</i> . |
| pre-supervisory training program | Development/training program for non-supervisors required or recommended in advance of competing or being selected for a supervisory position. |
| pretest | A test to determine current level of knowledge and skills prior to entering into a learning environment typically used with posttests to compare entry knowledge with exit level knowledge. |
| problem statement | A detailed definition of a performance problem (with supporting evidence) that intervention(s) can be designed to remedy. |

| <u>Term</u> | <u>Definition</u> |
|-------------------------------------|---|
| problem-based learning | A technique in curriculum design and teaching that involves solution of job related and/or real-life problems rather than conventional study of terms and information. |
| procedure | Sequence of steps that result in completion of job task(s). |
| process | A planned series of actions having input(s) and output(s) that advance a material or procedure from one stage of completion to the next to achieve the intended result. |
| professional development | Experiences designed to enhance professional, leadership, management and interpersonal skills to advance and/or continuously improve the workforce, organization, and its processes. |
| proficiency | Ability to consistently perform a specific behavior (e.g., task, learning objective) to the established performance standard. |
| proficiency training | Training to develop and maintain a given level of skill in individual or team performance. |
| program of instruction (POI) | A component of curriculum that provides an outline or matrix of course content to be delivered in a specific sequence for the efficient and effective achievement of objectives. See also <i>lesson plan</i> . |
| project method strategy | A learning strategy used to engage students in a long-term activity in which they conduct research and develop a product that achieves an objective and demonstrates comprehension such as a written report, oral presentation, or model. |
| prompt | A word or signal that initiates or guides behavior. See also <i>cue</i> . |
| prototype | A functional version of a new process and/or product, usually in an unfinished state, whose effectiveness and efficiency will be tested. The version is then revised, improved and then implemented. See also <i>pilot</i> . |

| <u>Term</u> | <u>Definition</u> |
|-------------------------------|---|
| psychomotor domain | A major area of learning which deals with acquiring the ability to perform discrete physical skills requiring dexterity, coordination, and muscular activity. |
| Pygmalion effect | The effect instructor expectations can have on raising or lowering student performance. Positive expectations influence performance positively, and negative expectations influence performance negatively. |
| qualification | The minimum requirements necessary to perform work of a particular occupation successfully and safely. These minimum requirements may include specific job-related work experience, education, medical or physical standards, training, security, and/or licensure. |
| qualitative research | A methodology to investigate and evaluate processes and products based on principles of observation, data, and measurement. |
| quality assurance (QA) | A process used to monitor, evaluate and report the adherence to processes, procedures and standards to determine if training programs, courses, instructors and products meet certain predetermined standards. |
| quantitative research | A methodology to investigate and evaluate processes and products based on statistical data and procedures. |
| question | An interrogative expression to assess knowledge, situation or to stimulate discussion. |
| questionnaire | A series of questions designed to collect data and elicit information. See also <i>survey</i> . |
| random selection | A process of choosing people or objects by chance rather than through some systematic plan. A selection is random when all elements available for selection have the same chance of selection. |

| <u>Term</u> | <u>Definition</u> |
|---------------------------|---|
| rapid prototyping | A type of formative evaluation that uses a working portion of the final product for immediate implementation with a group who then evaluates the portion. From results, developers continue to develop and improve the final product. |
| recertification | Periodic evaluation of an individual or workforce to ensure continued proficiency of occupational performance standards. |
| recruit | A student who is currently in a basic training program for continued employment. |
| recruit training | See <i>basic training</i> . |
| recurrent training | Instruction that occurs on a scheduled basis to update an employee's information and skills, or to maintain qualifications and certifications. Typically tasks with high consequence (safety/security or liabilities) require a recurrent or re-occurring training frequency. See also <i>in-service training</i> . |
| refresher training | See <i>in-service training</i> . |
| reliability | The degree to which a test accurately and consistently measures the intended performance outcome. |
| remediation | A process that provides supplemental instruction in order to correct learners' performance or behavior to reinforce learning objectives. |
| remotivation step | Segment of a lesson conclusion during which the instructor reminds students why the information presented is important to them and challenges the students to use what they have learned back on the job. |
| requalification | See <i>recertification</i> . |

| <u>Term</u> | <u>Definition</u> |
|-------------------------------------|--|
| required training | Occupational specific and/or component training requirements identified to maintain a prescribed level of proficiency. This is in addition to mandatory training identified by law or agency directive. Components have an obligation to identify, monitor and record completion of these requirements. See also <i>mandatory training</i> . |
| requirement | Function that must be part of the program or system based on the needs analysis, analysis of the target population, and job and task analyses. |
| response | Any behavior that results from a stimulus or stimuli. This may involve a single word response, selection among alternatives (multiple choice), the solution of a complex problem or the manipulation of buttons or keys. |
| response option | The different way learners can answer questions. Examples of response options include selecting multiple choice items, true/false, yes/no, fill-ins, or essay. |
| retraining | Training that is conducted to either 1) close skill gaps resulting from obsolescence or 2) to equip an individual with enhancements to existing knowledge, skills and abilities. This may occur when a new process/system/policy is introduced. |
| return on expectations (ROE) | The measure used in the Kirkpatrick Business Partnership Model and OPM Evaluation Field Guide to measure the degree to which stakeholder expectations have been met. (Level 4). |
| return on investment (ROI) | The benefits gained (monetary or non-monetary) at the organizational level versus the cost and time necessary to introduce a new program or an intervention. ROI is typically computed based on a 1- to 5 year life cycle. |
| root cause analysis | Study to determine what gets in the way of individual and organizational performance and why. |
| roster | The official list of all students in a specific class of a particular training program. |

| <u>Term</u> | <u>Definition</u> |
|----------------------------------|---|
| rubric (instructional) | A scoring tool that explicitly represents the performance expectations for a skill. A rubric divides the skill into component parts and provides clear descriptions of the characteristics of the skill associated with each component at varying levels of mastery. |
| samples of behavior | Statements of observable performance; they may be desired samples of behavior as used when writing learning objectives or they may be levels of performance that are deficient requiring a training solution. |
| sampling | A term used in statistics, training and other disciplines; to analyze a representative group from a target population and/or data. (Representative sampling is necessary to cancel out idiosyncrasies and to maintain systematic and objective studies). Expanded definition: Sampling is merely one component of Scientific Observation (1. Sampling; 2. Control; 3. Objectivity; 4. Publication; and 5. Replication). |
| scaffolding | A technique used by curriculum designers and instructors to facilitate student learning; as the term implies, instructors initially provide a considerable amount of support (feedback explanations, demonstrations and prompts of various types which can include visual, audio and tactile). As students demonstrate their ability to carry out more of the task(s) independently, the instructor minimizes feedback (scaffolding). |
| schema | A process of cognition in which the brain stores and recreates information. |
| scope statement | A brief description of the content of the module, session, or lesson. |
| selected response | See <i>multiple choice</i> . |
| selectee | A person who is chosen from a group by identified criteria. |
| self-instructional course | An instructional method where learners complete objectives individually at their own rate and pace (can be paper-based or technology-delivered). |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| self-paced learning | A form of instruction that is student-centered and consists of materials, structured exercises, and tests that the student moves through at their own pace as opposed to an instructor-led event. |
| seminar | A specialized meeting offered to a group of individuals for the purpose of exchanging ideas. |
| sequencing | A logical manner of organizing main or sub-points of a lesson, (e.g., time space, problem-solution, pro-con, cause-effect, topical, general-to-specific, whole-part-whole, etc.). |
| sequential training | Arranging training so the learning of new or more complex skills or knowledge is built on and reinforces previously learned material. See also <i>sequencing</i> . |
| SF-182 (Standard Form 182) | The Office of Personnel Management training authorization form used for requesting, approving, and certifying payment for attendance at meetings, conferences, courses, and symposiums where the primary purpose is to train the individual to meet a job-related need. Under typical procedures, the SF-182 is authorized for use to obligate funds and contract for learning. |
| shaping | An instructional strategy that makes practice easier by providing many cues, either through a job aid or coaching. |
| shareable content object reference model (SCORM) | A set of specifications that, when applied to course content, produces small, reusable learning objects. A result of the Department of Defense's Advance Distributed Learning (ADL) initiative, SCORM-compliant courseware elements can be easily merged with other compliant elements to produce a highly modular repository of training materials. |
| simulation | A realistic representation of a system, subsystem, situation, or device. Simulations provide an opportunity for the student to practice procedures, tasks, or problems in approximation to real-world scenarios. |

| <u>Term</u> | <u>Definition</u> |
|--------------------------------------|---|
| simulation game | A replica of reality. As a training program, it enables adult participants to learn through interactive experiences. Simulations contain elements of experiential learning and adult learning. They are useful to learn about complex situations (where data are incomplete, unreliable or unavailable), where the programs are unfamiliar, and where the cost of errors in making decisions is likely to be high. They promote creativity among participants, who develop a shared view of their learning and behaviors. |
| simulator | A training device that substitutes, via emulation, the functions and environment of the actual process, equipment, or systems. Any training device, machine, or apparatus that reproduces a desired set of conditions synthetically. Specifically for training, a relatively complete item or training equipment, using electronic or mechanical means to reproduce conditions necessary for an individual or a crew to practice operational tasks in accordance with performance objectives. |
| skill | The ability to perform a psychomotor or intellectual activity that contributes to the effective performance of a job task. See also <i>psychomotor domain</i> . |
| skills hierarchy | A visual representation, such as a diagram, depicting the learning structure for each task. It will depict for each task the next lower-level skill that should be learned first. |
| small group instruction (SGI) | A training delivery method placing responsibility for learning on the student via participation in a small group lead by a group leader. This technique uses small group processes, methods, and techniques to stimulate learning. |
| small group leader (SGL) | An individual who facilitates learning using small group processes, methods, and techniques to stimulate learning. |
| soft skills | A set of skills that influence how we interact with each other; including, but not limited to, effective communication, creativity, analytical thinking, diplomacy, flexibility, change-readiness, and problem solving, leadership, team building, and listening skills. The goal of soft skill training is to give students an opportunity to learn and practice new patterns of behavior and, in doing so, enhancing human/organizational relations. |

| <u>Term</u> | <u>Definition</u> |
|---|---|
| standard | The minimum level of acceptable performance. |
| standardized testing | Tests that are administered and scored under uniform conditions. |
| step | The smallest, clearly delineated part of a task. Steps are usually executed in sequential order, but are not necessarily contiguous. See also <i>subtask</i> . |
| stimulus | Anything that provokes behavior. The event, situation, condition, signal, or cue to which a response must be made. |
| storyboard | A series of diagrams or illustrations which support the sequence of content and/or action that will be contained in a project; includes such elements as images, animation, movie segments, sound, text, and navigation aids/paths. |
| student | A person who attends a program of instruction, school, college or university. |
| student performance rating scale | Any number of instruments upon which instructors record their assessments of student performance through a process of observation or measurement and judgment. |
| student-centered learning | A model that places the learner in the center of the instructional process. In student centered learning, learners are active participants in their learning; they learn at their own pace and use their own strategies. |
| subject matter analysis | See <i>task analysis</i> . |
| subject matter expert (SME) | An individual, who through formal education, job experience, or both, is recognized by an organization as having the highest level of knowledge of a subject area to validate the critical content and assist in developing instructional materials. See also <i>expert</i> . |

Term

Definition

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| subtask | Provides information, directions, and activities in the order in which they should be performed. The procedures or small work activities that are performed together to make up a task. |
| success case impact evaluation | A process for evaluating the business effect of training that is aligned with and fulfills the strategy discussed. |
| summary | Segment of a lesson during which the instructor reiterates key points of lesson content (knowledge level) or reviews and expands on key material and develops relationships which lead to generalizations (comprehension level). |
| summative evaluation | A form of evaluation designed to follow a formative evaluation to obtain data regarding student performance, worth of the program or product, and to make recommendations for improvements. See also <i>evaluation</i> ; <i>formative evaluation</i> . |
| supervisory training program | Developmental training program which provides education or training in supervisory principles and techniques in such subjects as personnel policies and practices (including equal employment opportunity, merit promotion, and labor relations), human behavior and motivation, communication processes in supervision, work planning, scheduling, and review; and performance evaluation for first-line supervisors. |
| survey | The collection of information from a common group through interviews, questionnaires and other means to a representative sample of that group. |
| syllabus | An official outline of all courses that comprise a specific training program. It may include: 1. Prerequisite requirements for attending the program; 2. An outline for each course that shows the lecture, laboratory and practical exercise hours, objectives and method(s) of evaluation; 3. Graduation or program completion requirements, including but not limited to a matrix showing the number of written examinations and practical exercises; number of allowable remedial written examinations and practical exercises; and minimum score or standard required to pass each written examination and practical exercise. |

| <u>Term</u> | <u>Definition</u> |
|-------------------------------------|---|
| symposium | A formal meeting at which several experts deliver presentations on a topic or related topics. |
| synchronous learning | Learning in which interaction between instructors and students occurs without a time delay. See also <i>instructor-led training</i> ; <i>asynchronous learning</i> . |
| synthesis | Level of cognitive domain (Bloom, 1956) in which students are able to put parts together to form new patterns or structures. See also <i>Bloom's Taxonomy</i> . |
| system | A group of objects or units combined to form a whole and to work together to achieve results not possible from the individual parts. |
| systems approach to training | See <i>instructional systems design (ISD)</i> . |
| target population | A segment of a population with some commonality (e.g. experiences, credentials and/or education) that is to be analyzed and receive tailored instruction. |
| task | The smallest essential part of a job; it is a unit of work activity that is a logical and necessary action in the performance of a job. A task has an identifiable start and end point, and it results in a measurable accomplishment or product. It is done for its own sake in the job environment (i.e., is not a task step). |
| task analysis | The action of defining the smallest essential part of a job—the task—and breaking it down into its subtasks. The purpose is to get to the basic learning objectives that must be accomplished for the learner to improve her or his performance. Gathering this information may involve observation and careful interviewing of both experts and novices. Task analysis information can be used as the foundation for developing instructional objectives, identifying and selecting appropriate instructional strategies, sequencing instructional content, identifying and selecting appropriate instructional media, and designing performance evaluation tools. It is always done in the context of a specific job. |

Term

Definition

task conditions

Conditions or circumstances under which a task is performed, including the physical environment and resources provided. They are used in task analysis and when designing criterion referenced objectives (i.e., task, conditions, standards).

task inventory

A list of all tasks associated with an occupation. Validated by subject matter experts and job performers through the job analysis process. Also known as task list. See also *duty*; *job analysis*; *job task analysis*; *task analysis*.

task selection model

A method used to identify critical individual tasks. There are a variety of models available for use. Examples of task selection models follow:

Difficulty-importance-frequency model

An individual critical task selection model that uses difficulty, importance, and frequency factors.

Four-factor model

An individual critical task selection model that uses percent of performance, and task learning difficulty.

Eight-factor model

An individual critical task selection model that uses percent performing, percent of time spent performing, consequence of inadequate performance, task delay tolerance, frequency of performance, task learning difficulty, probability of deficient performance, and immediacy of performance.

Training Emphasis (TE) model

An individual critical task selection model that uses the training emphasis factor to determine if a task is critical or not. The TE factor is collected from supervisors of job holders. It reflects how much emphasis the task should be given in training for a specific task.

task stability

The degree to which the knowledge/information of the job stays the same or changes, e.g., new technology, policy and/or organizational mission changes, etc.

| <u>Term</u> | <u>Definition</u> |
|--------------------------------------|--|
| teaching interview | An instructional technique in which one or more instructors question visiting expert(s) following a highly structured plan which leads to achieving educational objectives. |
| teaching point | The smallest increment of information to which a learner may be expected to respond; a statement of fact or a procedural step in the performance of a task; the precise information you want a learner to respond to or know. |
| team teaching | An arrangement by which two or more instructors teach the same group of students. Instructors may teach together in many different ways. |
| technical training | Provides the unique knowledge/skill sets for an assignment, position, or occupation. Technical Training is provided in order for the employee to obtain a predictable and measurable level of performance. |
| technology based training | Instructional methods mainly using technologies which may include tutorials embedded in software, CD ROM products, Web-based courses, and interactive media. |
| technology-delivered training | The integration of various technologies into the classroom, especially any type of computer-controlled training, including simulation or the use of technology to deliver self-instructional materials. |
| template | A pre-built document used as a pattern in a development process. |
| terminal learning objective | A statement of overall learning intent for a particular block or a complete course of instruction. The terminal learning objective is supported by enabling objectives. |
| test | A device or technique used to measure the performance or knowledge and skill of a learner on a specific subject matter. Typically, the results of a test become part of a learner's record for determining success in a learning activity or program. See also <i>evaluation</i> . |

| <u>Term</u> | <u>Definition</u> |
|-----------------------------|---|
| test fidelity | The degree to which the test resembles the actual task performed. The closer the resemblance, the higher the fidelity of the test. |
| test item | A component of a test which requires a response by the test-taker and which is scored separately. Items are combined in a test to measure a student's learning. |
| test item analysis | The review of the test items to identify deficiencies. It can include a review of a distribution of scores for each answer choice (i.e., a, b, c, d) of a multiple choice test item and other statistical analyses. |
| test item stem | The part of a test item that asks a question. |
| test reliability | See <i>reliability</i> . |
| test validation | A demonstration that a test system or mechanism works in the manner in which it was intended. |
| test validity | See <i>validity</i> . |
| thematic instruction | An instructional technique that organizes all or part of the instruction around a theme. It may also include the environment so visual stimuli and affective domains receive sensory input that assist the learning of new knowledge, skills and attitudes. |
| topic | The basic organizational unit of instruction covering one or more closely related learning objectives. |
| topical outline | An outline of the topics to be included in the instructor guide. It provides course learning objectives, a listing of part, section, and topic titles and statements of rationale to explain or justify the training. It is used by the curriculum designer to develop the instructor guides. |
| trainee | One who receives information that was designed and delivered to achieve specific objectives to enhance performance (KSA's). |

| <u>Term</u> | <u>Definition</u> |
|-------------------------------------|--|
| trainer | A person who directs the growth of learners by making them proficient or qualified in a task or skill. |
| training | The process of providing for and making available to an employee, and placing or enrolling the employee in a planned, prepared, and coordinated program, course, curriculum, subject, system or routine of instruction or education in scientific, professional, technical, mechanical, trade, clerical, fiscal, administrative, or other field which will improve individual and organizational performance and assist in achieving the agency's mission and performance goals. |
| training aid | Items such as videos or slides, computer-generated visual aids, audiotapes, and games that are used to assist in the instruction and learning process. |
| training developer | An individual or group responsible for creating critical content to achieve learning objectives. |
| training emphasis (TE) model | An individual critical task selection model that uses the training emphasis factor to determine if a task is critical or not. The TE factor is collected from supervisors of job holders. It reflects how much emphasis the task should be given in training for a specific task. See also <i>task selection model</i> . |
| training history | A record that documents the training, certifications, and licenses completed by an employee, and contains written and/or electronic data that document all of the official training events and includes elective, professional courses required for the employee's job function. |
| training need | See <i>performance gap</i> . |
| training needs assessment | An identification of the gaps between the knowledge, skills and abilities or competencies employees have and those they need to do their work effectively. The three levels of training needs assessment include organizational assessment, occupational assessment and individual assessment. |

| <u>Term</u> | <u>Definition</u> |
|---------------------------------------|--|
| training program | The sum of processes and planned activities (formal on-the-job training (OJT), classes or courses, and evaluations) identified and supported by an organization to achieve mission requirements. |
| training program critique | Contains objective, scale-type questions or statements providing participants the opportunity to comment on the content of an entire training program. See also <i>level 1 evaluation</i> . |
| training providers (TP) | An entity that provides design, development, and instruction for training programs. |
| training standards | Criteria establishing the requisite levels of instructional performance necessary to achieve training objectives and maintain institutional image. |
| training support package (TSP) | All materials associated with the delivery of a training course. See also <i>curriculum</i> . |
| training system life cycle | Refers to the need to plan the management of a major training program from its inception, through design, development and evaluation until program termination. |
| train-the-trainer program | Any training program designed for the purpose of promoting and enhancing instructional skills for delivering specific subject matter. |
| transfer of learning | Ability of learner to effectively and continually apply knowledge, skills, abilities and/or attitudes previously learned to the job environment. |
| transfer of training | The ability to effectively apply knowledge and skills from training to the employee's job. |
| transition | Statements used by the instructor to move from the introduction of a lesson to the body, between main points, between sub-points within each main point, and from the body to the conclusion of the lesson. These statements show a logical relationship between the lesson segments they connect. |

| <u>Term</u> | <u>Definition</u> |
|----------------------------|--|
| t-test | Determines the statistical significance of the difference of the means of two random samples. |
| tuition | The total course costs per student for a given training program. |
| tutorial | An instructional activity in which information is presented or a skill is modeled for transferring a knowledge or skill. Tutorials are effective for presenting facts, rules, principles, or strategies. Practice and assessment are typically included in a tutorial. |
| two-tailed t-test | A statistical calculation for determining the level of significance when comparing two means. A two-tailed t-test means that both ends of the normal sampling distribution are used in the significant test versus a one-tailed t-test in which only one end is used. |
| unguided simulation | A learning simulation in which learners receive no coaching or feedback until after the simulation ends. Unguided simulations typically follow guided simulations. |
| uniform guidelines | A single set of principles designed to assist employers, labor organizations, employment agencies, and licensing and certification boards to comply with requirements of federal law prohibiting employment practices that discriminate on the grounds of race, color, religion, sex, and national origin. These principles are designed to provide a framework for determining the proper use of tests and other selections procedures. |
| validity | The extent to which a test measures what it was intended to measure. |
| variable attributes | Characteristics shared by some, but not all, members of a class of people, objects, events, ideas, or actions which are grouped together on the basis of shared critical attributes and called by the same concept name. |
| visualization | A technique used in instruction to create a visual image in the mind. |

| <u>Term</u> | <u>Definition</u> |
|---------------------------------|---|
| web based training (WBT) | Delivery of educational content via web browser. See also <i>distance learning</i> . |
| webinar | A workshop or lecture delivered over the World Wide Web. A Webinar may be a one-way webcast or there maybe be interaction between the audience and the presenters. Webinars can be recorded to create asynchronous learning events. |
| work sample | An observation of typical performance goals and outcomes. |
| worker efficiency | A measure, usually computed as a percentage of worker performance, compared to a standard (quantity and/or quality). |
| workforce development | An integrated approach with HR planning and policy to align resources to create sustainable career paths for employees while optimizing the organizations investments in workforce/organizational performance. |
| workshop | A learning activity with a high degree of participation, interaction, and/or hands-on involvement that typically results in the design and/or production of a plan or product. |
| written examination | See <i>test</i> . |

Addenda

Figure 1 Analysis, Design, Development, Implementation and Evaluation Model (ADDIE) used in Instructional System Design

Figure 2 Bloom's Taxonomy

Figure 3 Difficulty, Importance, Frequency (DIF) Task Selection Model (Example) An approach to examine possible training solutions

Figure 4 Kirkpatrick Training Evaluation Model

Figure 1. Analysis, Design, Development, Implementation, Evaluation Model (ADDIE) used in Instructional Systems Design (ISD)

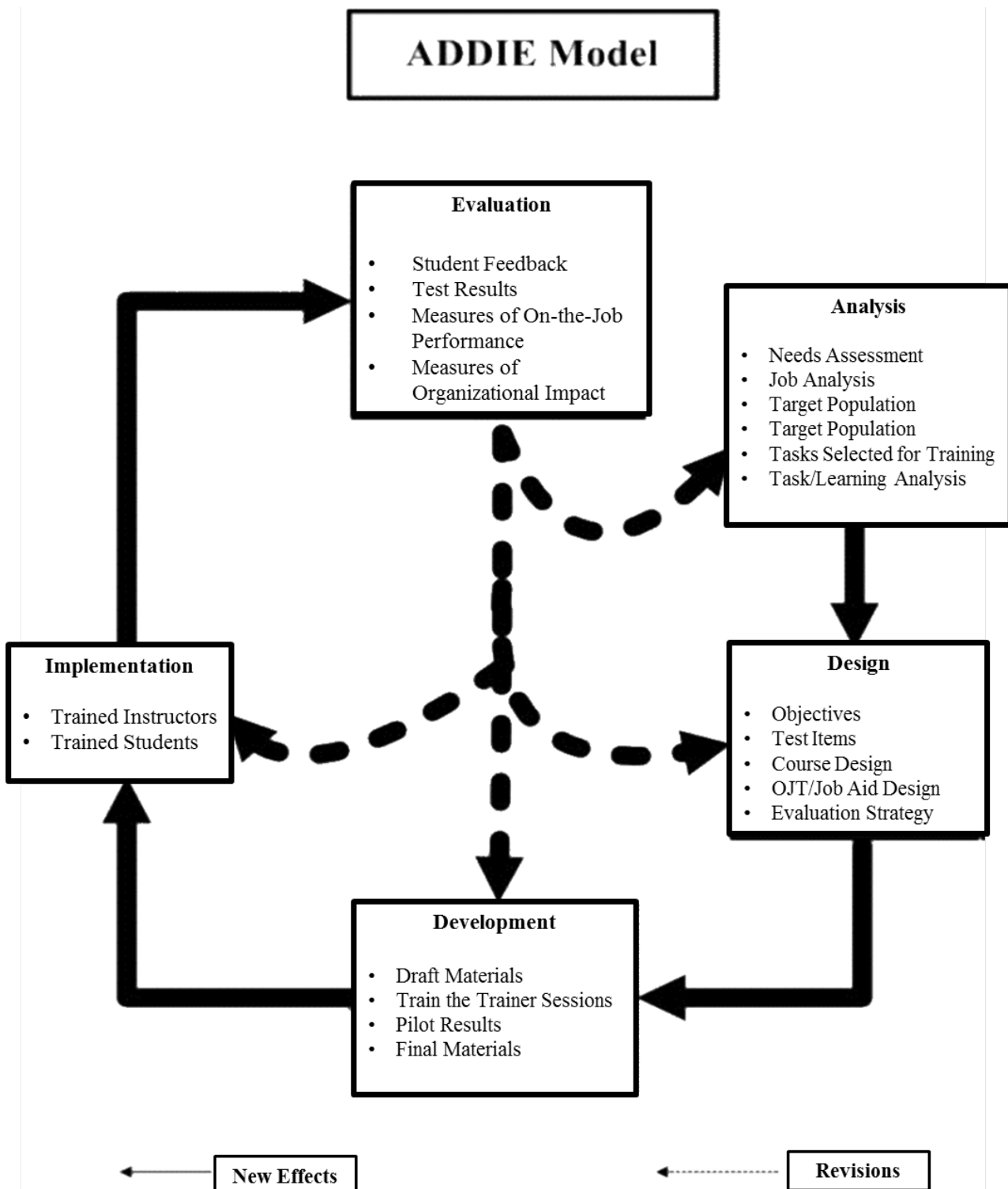


Figure 2. Blooms Taxonomy

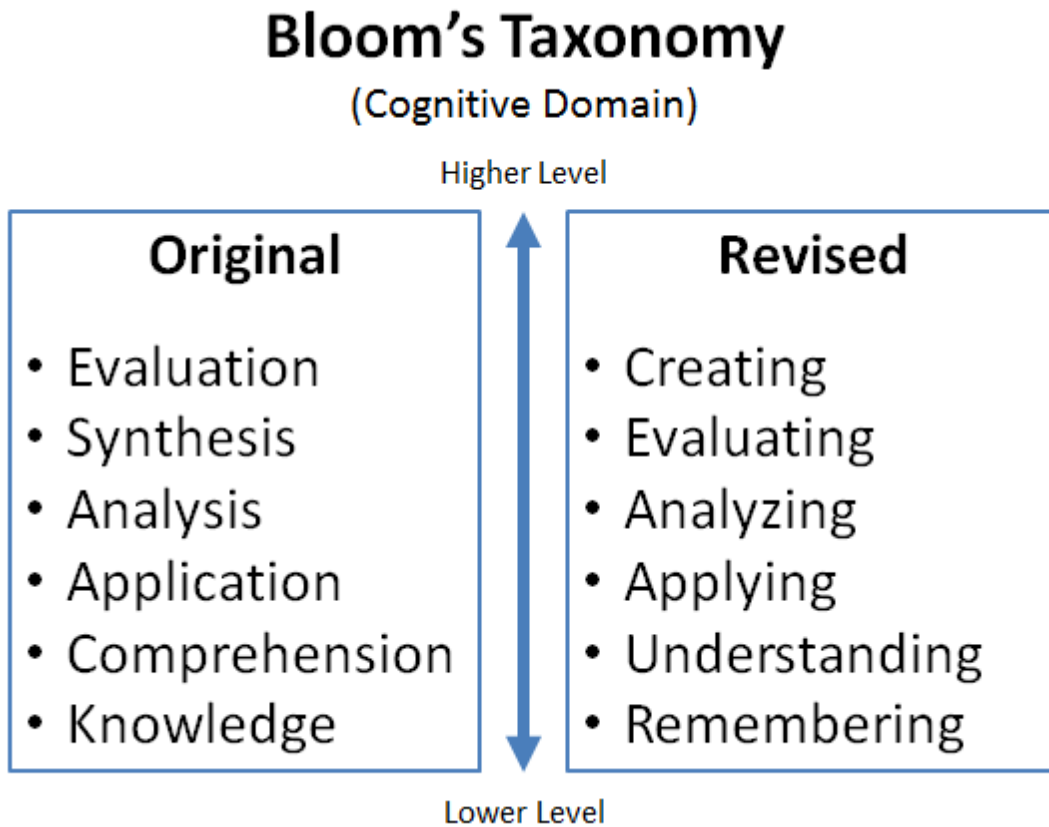


Figure 3. Difficulty, Importance, Frequency (DIF) Task Selection Model (Example) An approach to examine possible training solutions

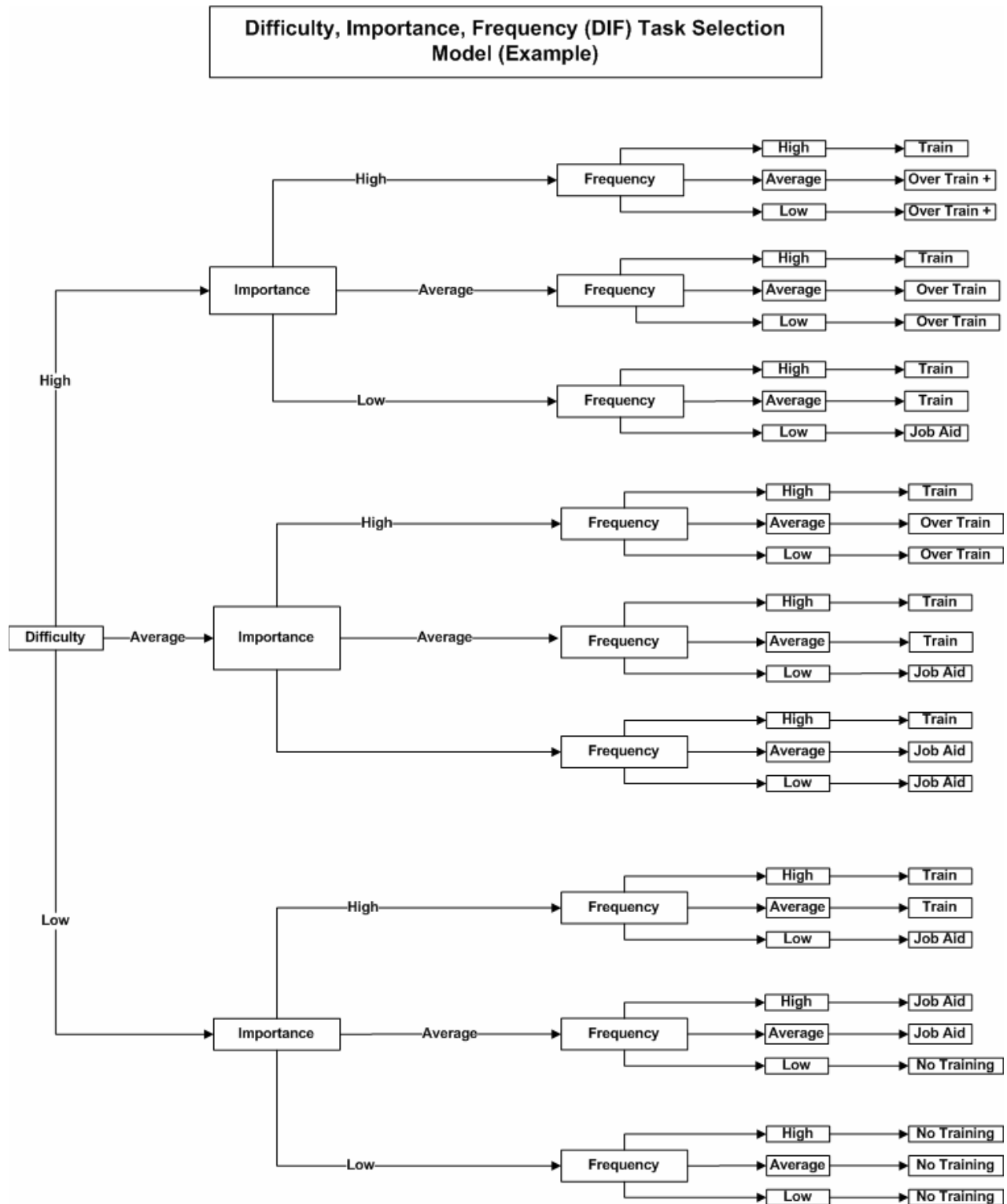
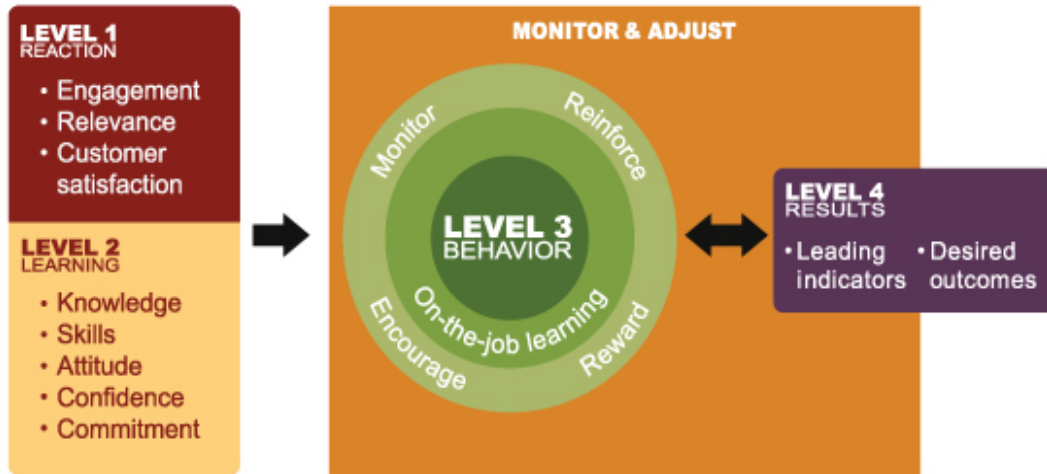


Figure 4. Kirkpatrick Training Evaluation Model

THE NEW WORLD KIRKPATRICK MODEL



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