

Glossary

Objective #1 - Review the Workplace Education Curriculum Model

Articulate - “Linking”, “joining” or “tying together” of workplace components and learningplace components to facilitate mobility. Synonyms: jointed, joined, tied, linked.

Awareness - See “Workplace Awareness.”

Categorical Axis - Individual axes that represent the occupational categories of the Workplace Education Curriculum Model, e.g. “Goods Producing Occupations”, “Service Occupations”, “Health Occupations”, “Natural Resources Occupations” and so forth. The ‘arms’ that radiate out from the central Workplace Awareness Module and along which the remaining developmental and auxiliary modules are distributed. The number of axes may vary depending on the number of categories selected for the curriculum model.

Employability - One’s potential for being employed.

Employment Potential - See “Employability.”

Exploration - See “Workplace Exploration.”

Extended Exploration Option - One of three performance improvement options available to students who have successfully completed the *awareness-exploration-orientation* phases of the Workplace Education Curriculum Model. The option is selected by students who have not yet identified an occupation for which they would like to prepare and need additional study and exploration before making an occupational choice. Also, see “Long-range Employment Preparation Option” and “Just-In-Time Performance Improvement (JITPI) Option.”

Just-in-time Performance Improvement (JITPI) Option - One of three HPI options available to students who have successfully completed the *awareness-exploration-orientation* phases of the Workplace Education Curriculum Model. The option is selected by students whose situation demands immediate education and training to ready them for immediate entry into the workforce. Also, see “Long-range Employment Preparation Option” and “Extended Exploration Option.”

Learningplace - Those places where people learn

Learningplace Spiral - One of two components of the Workplace-Learningplace Spiral. Represents the performance improvement aspects of the dual concept. See “Workplace-Learningplace Spiral.”

Long-range Employment Preparation Option - One of three performance improvement

options available to students who have successfully completed the *awareness-exploration-orientation* phases of the Workplace Education Curriculum Model. The option is selected by students who have identified an occupation for which they would like to begin preparation. The long-range employment preparation option provides a basis for articulating the HPI offerings of the high school (*vocational education; grades 11 & 12*), community/junior college (*technical education; grades 13 & 14*), and university (*professional education; grade 15 & beyond*) for a group of related occupations (*vertical articulation*); articulating the HPI offerings of the learningplace with the employment opportunities of the workplace (*horizontal articulation*); and developing the curricular offerings of the *Extended Exploration* and *Just-In-Time Performance Improvement Options* of the Work Preparation Module. Also, see “Extended Exploration Option”, “Just-In-Time Performance Improvement Option” and “Workplace-Learningplace Spiral.”

Orientation - See “Workplace Orientation.”

Preparation - See “Work Preparation.”

Work - Purposeful activity; that activity performed by individuals that has inherent value to one’s self and others.

Work Preparation - Fourth and final phase of the Workplace Education Curriculum Model designed to prepare individuals for employment. Grade 11 and beyond. The module is comprised of a *Long-range Employment Preparation Option*, an *Extended Exploration Option* and a *Just-In-Time Performance Improvement (JITPI) Option*. See “Workplace Education Curriculum”, “Workplace Education Curriculum Model” and “Workplace-Learningplace Spiral.”

Work Preparation Curriculum - The organizational structure, informational content and work-related activities of the Work Preparation Module. Articulates the work-related performance improvement activities of the high school (*vocational education*), community/junior college (*technical education*) and university (*professional education*).

Work Preparation Module - One of five *developmental modules* of the Workplace Education Curriculum Model. Focus: to provide the necessary education and training for employment. See “Workplace Education”, “Workplace Awareness”, “Workplace Education Curriculum Model.”

Workplace - Those places where people work.

Workplace Awareness - First phase of the Workplace Education Curriculum Model. Involves all students in grades 1-7. Focus on developing a definition of work and an initial awareness of self and the workplace, its organization, groups which comprise it, and the roles, responsibilities and activities of the people who participate in it. See

“Workplace Education Curriculum Model.”

Workplace Awareness Module - One of four *developmental modules* of the Workplace Education Curriculum Model. Focus: early development of the concept of self as relates to human enterprise, work and the workplace. See “Workplace Education”, Workplace Awareness”, “Workplace Education Curriculum Model.”

Workplace Education - Education **about** and **for** the workplace. A formal study of the role of work and the centrality human enterprise in the workplace. Defines the workplace in terms of its 1) categorical organization; 2) the types and kinds of organizations and institutions which comprise it; 3) the roles, responsibilities and activities of the people who work there; and 4) the cultural, economic, political, environmental and technological factors which influence and are influenced by its being.

Workplace Education Curriculum Model - Conceptual model focusing on the workplace. Begins with the child’s entry into the elementary school and continues into the adult years. Supports the learner from an initial *awareness* of the workplace, to an *exploration* of and *orientation* to the workplace, to *preparation* for employment as an active, contributing member in the workplace and community. See “Workplace Education.”

Workplace Exploration - Second phase of the Workplace Education Curriculum Model. Involves all students in grades 8 and 9 of the middle school curriculum. Comprised of the *Employee Module* and the *Employer Module*. Preceded by the Workplace Awareness Module (grades 1-7) and succeeded by the Workplace Orientation and Work Preparation Modules (grade 10 and grade 11 and beyond, respectively) of the Workplace Education Curriculum Model. See “Workplace Education Curriculum Model.”

Workplace Exploration Module - One of four *developmental modules* of the Workplace Education Curriculum Model. Focus: continue the conceptual development and understanding of self, work and the workplace. See “Workplace Education”, Workplace Exploration Module”, “Workplace Education Curriculum Model.”

Workplace Orientation - Third phase of the Workplace Education Curriculum Model. Approximates grade 10 of the workplace education portion of the high school curriculum. Preceded by the Workplace Awareness (grades 1-7) and Workplace Exploration Modules (grades 8 & 9) and succeeded by the Work Preparation Module (grade 11 and beyond) of the Workplace Education Curriculum Model. See “Workplace Education Curriculum Model.”

Workplace Orientation Module - One of four *developmental modules* of the Workplace Education Curriculum Model. Focus: continue the conceptual development and understanding of self, work and the workplace, but with greater emphasis on one or two categories of occupations. See “Workplace Education”, “Workplace Orientation”, “Workplace Education Curriculum Model.”

Workplace Preparation - Fourth and last phase of the Workplace Education Curriculum Model. Approximates grade 11 and beyond. Preceded by the Workplace Awareness (grades 1-7), Workplace Exploration Modules (grades 8 & 9) and Workplace Orientation Modules. See “Workplace Education Curriculum Model.”

Workplace Preparation Module - The last of four *developmental modules* of the Workplace Education Curriculum Model. Focus: the performance improvement of individuals as it relates to the workplace. Articulates the training, education and development offerings of the high school (vocational education), community college (technical education) and university (professional education).

Workplace Spiral - One of two components of the Workplace-Learningplace Spiral. Represents the workplace/employment aspects of the dual concept. See “Workplace-Learningplace Spiral.”

Workplace-Learningplace Spiral - Three dimensional construct used to illustrate the hierarchical organization of the long-range employment preparation option of the work preparation module. Comprised of a workplace spiral and a learningplace spiral. Adaptations of the concept are fundamental to the organization of the curriculum of the *Extended Exploration* and *Just-In-Time Performance Improvement* options.

Objective #2 - Review the HPI Program Development Process

Articulate - The “linking”, “joining” or “tying together” of workplace components and learningplace components to facilitate mobility. Synonyms: jointed, joined, tied, linked.

Activities Analysis - One of two components of the *occupational analysis* phase of the process. That portion of the HPI program development process in which the activities of the occupation are identified and analyzed. See “Task Listing Sheet,” “Task Analysis Sheet”, “Performance Step Analysis Sheet.”

Analysis - A separating of a whole into its parts, with an examination of these parts to determine their nature, function, proportion, interrelationship, etc.

Analysis Phase - *Initial* phase of the instructional systems design process. Focuses on the organizational structure, occupational activities and informational content of an occupation. Locus of the analysis phase of the process is the workplace.

Competency - Term used to define the specific knowledge, attitudes, skills and habits demonstrated by an individual on the attainment of a single learning objective. The third in a series of four entries in the transitional “task-learning objective-competency-task” sequence of activities.

Competency-based - Term used to describe a program in which the learning objectives of the performance improvement program are derived from the tasks of an occupation.

Conversion Phase - *Intermediate* phase of the instructional systems design process. Transitional phase of the process that guides the conversion of occupational organization to programmatic organization, tasks to learning objectives and occupational activities and informational content to learning activities.

Development - One of the three types of learning associated with human resource development. Learning not occupationally related, but oriented to personal and organizational growth (Nadler and Wiggs, 1986).

Developmental Worksheets - The worksheets prepared by a program designer in the development of a performance improvement program.

Human Performance Improvement (HPI) - A term that focuses on the end result that is, performance improvement of an individual as it relates to work, rather than on the means of delivering instruction, that is, training, education and development.

Implementation/Development Phase - The last phase in the instructional systems design process. Includes the development and preparation of program administration materials and classroom and laboratory materials for the learner and instructor.

Informational Analysis - The occupational analysis portion of the HPI program development process in which the technical information and career and occupational guidance information topics of the occupation are identified.

KASH - Knowledge, Attitudes, Skills, Habits. "Model-Netics." Main Event Management 1984

Learningplace - Those places where people learn.

Occupational Analysis - That phase of the HPI program development process in which the *activities*, i.e. tasks, performance steps, performance step details, and *informational content*, i.e. "task specific" and "general technical" information, and career and occupational guidance information topics of the occupation, are identified.

Organizational Analysis - That phase of the HPI program development process in which the *organizational structure* or *framework* of the occupation is identified. See "Occupational Classification and List of Primary Occupations" and "Occupational Specialties and Sub-specialties of the Primary Occupation" developmental worksheets.

Occupational Equity - Employment opportunities that accrue as the individual invests time, money and effort in completing the units and courses of an HPI program. A benefit of articulation and modularization that results from the conduct of an organizational analysis. See “HPI Program Development Process.”

Training and Development - “Planned learning, whether accomplished through training, on-the-job learning, coaching or other means of fostering individual [change].” ASTD Reference Guide, Vol I, p. 477.

Training Program - Structured series of experiences designed to prepare people for employment. Comprised of courses and units.

Workplace - Those places where people work.

Objective #3 - Prepare an Occupational Classification and List of Primary Occupations

Category - First level of categorization in the classification of occupations. Largest grouping of like occupations in the classification process. See “Occupational Classification and List of Primary Occupations” developmental worksheet.

Curricular Structure - The organizational structure found in a performance improvement program, e.g. the list of course and unit titles of the program.

Entry-level Occupation - One entry on the “Occupational Classification and List of Primary Occupations” developmental worksheet. See “Vocational Occupation.”

Functional Division - Second level of categorization in the classification of occupations. The title given to the grouping of occupations that comprises a “category” of occupations. See “Occupational Classification and List of Primary Occupations” developmental worksheet.

Functional Group - Third level of categorization in the classification of occupations. Title given to the grouping of occupations that comprises a “division” of occupations. See “Occupational Classification and List of Primary Occupations” developmental worksheet.

Functional Sub-group - Fourth level of categorization in the classification of occupations. The title given to the grouping of occupations that comprises a “group” of occupations. See “Occupational Classification and List of Primary Occupations” developmental worksheet.

Hierarchy - A group of persons or things arranged in order of rank, grade, class, etc. A stratification of persons or things.

Niche -Particular place, position, role, opportunity.

Occupational Area of Interest - The first entry on the “Occupational Classification and List of Primary Occupations” developmental worksheet. Defines the niche for which a long-range workplace-learningplace spiral will be developed.

Occupational Classification and List of Primary Occupations - First developmental worksheet in the organizational analysis phase of the HPI program development process. The worksheet *establishes the basis for* articulating the HPI offerings of the high school (vocational education), community college (technical education) and university (professional education) to prepare people for employment within a grouping of occupations.

Occupational Structure - “Framework” or “skeleton” of an occupation. The organization within which the activities and information (content) of the occupation are defined.

Primary Occupation - See “Vocational/Entry-level Occupation”, “Technical Occupation”, “Professional Occupation.” See sample “Occupational Classification and List of Primary Occupations” developmental worksheet.

Professional Education - HPI as it relates to the workplace resulting in a baccalaureate and/or graduate degree(s).

Professional Occupation - An occupation which requires baccalaureate preparation and/or graduate study.

Technical Education - HPI as it relates to the workplace *beyond* high school not resulting in a baccalaureate degree.

Technical Occupation - An occupation which requires education and training *beyond* high school, but not resulting in a baccalaureate degree. See sample “Occupational Classification and List of Primary Occupations” developmental worksheet.

Vertical Articulation - To “link”, “join” or “tie together” the three major levels of work-related HPI, i.e. vocational, technical, professional, within a grouping of occupations.

Vertical Mobility - Resulting benefit of vertical articulation. Upward or downward movement of the learner within or between the three major levels of performance improvement as relates to the workplace, i.e. vocational, technical, professional.

Vocational Education - HPI, as it relates to the workplace, acquired in the *last two years*

of high school.

Vocational Occupation - An occupation in which the necessary education and training can be acquired in the *last two years* of high school.

Objective #4 - Determine Occupational Specialties and Sub-specialties of the Primary Occupation

Curricular Structure - The organizational structure found in a performance improvement program, e.g. the list of course and unit titles of the program.

Horizontal Articulation - “Linking”, “joining” or “tying together” of programs, courses and units in the learningplace with employment opportunities in the workplace.

Horizontal Mobility - The individual’s ability to move between school and work or work and school as a result of the organizational structure joining the workplace and learningplace. Resulting benefit of horizontal articulation.

Modularized - Development and organization of programs, courses, units in such a way that they can be used either *in total* or *individually* to assist people in attaining their career goals.

Modularized Programming - See “Modularized.”

Multiple-option Programming - Programs designed that provide learners with a multitude of employment and education-training options as they progress through the HPI program.

Occupational Specialties - First level of analysis of a primary occupation. Titles assigned to occupations which comprise a primary occupation and, in turn, are comprised of “occupational sub-specialties.” One of the titles that result from the *organizational analysis* of an occupation. See “Occupational Specialties/Sub-specialties” developmental worksheet.

Occupational Specialties and Sub-specialties - The second developmental worksheet in the organizational analysis phase of the HPI program development process. Worksheet *establishes the basis for* articulating the courses and units of the HPI program with the occupational specialties and sub-specialties of the primary occupation (horizontal articulation); articulating the courses and units within the program (vertical articulation); naming the program, courses and units; and lastly, modularizing the performance improvement program.

Occupational Structure - “Framework” or “skeleton” of an occupation. The organization within which the activities and information (content) of the occupation are defined.

Occupational Sub-specialties - Second level of analysis of a primary occupation. Titles assigned to occupations which comprise an occupational specialty. One of the titles that result from the *organizational analysis* of an occupation. See “Occupational Specialties and Sub-specialties of the Primary Occupation” developmental worksheet.

Points of Passage - Bi-directional linkages connecting the occupational titles found on the *workplace spiral*, i.e. primary occupation, occupational specialties and occupational sub-specialties, with the programmatic titles found on the *learningplace spiral*, i.e. names of occupational program, course and units. Programmatic titles derived from occupational titles. See “Program, Course and Unit Titles” developmental worksheet.

Objective #5 - Determine the Areas and Sub-areas of Responsibility of the Primary Occupation

Area of Responsibility - Categorical areas of activity defined in the organizational analysis of a primary occupation. Guides in identifying the organizational structure of the primary occupation. Areas of responsibility approach used when the primary occupation is not comprised of occupational specialties/sub-specialties. By definition, the areas of responsibility do not result in employment options for the learner once the courses and units of the performance improvement program have been developed.

Occupational Structure - “Framework” or “skeleton” of an occupation. The organization within which the activities and information (content) of the occupation are defined.

Sub-area of Responsibility - Sub-areas of activity that comprise the areas of responsibility defined above. Title given to the grouping of activities that comprises an area of responsibility. Continues the process of defining the organizational structure of the primary occupation.

Objective #6 - Write a Task Listing Sheet

Competency - Term used to define the specific knowledge, attitudes, skills and habits demonstrated by an individual on the attainment of a single learning objective. The third in a series of four entries in the transitional “task-learning objective-competency-task” sequence of activities.

Competency-based - Term used to describe a program in which the learning objectives of the performance improvement program are derived from the tasks of an occupation.

Mutually Exclusive - To stand alone; not affected or influenced by other activities, events, things.

Task - Complete and distinct unit of work performed by an individual in an occupation.

Logical and completed product or service. Accumulation of performance steps ending in a finished act. Salable end unto itself. Contains a descriptive verb and noun. Basis for developing a competency-based, HPI program. See sample “Task Listing Sheet.”

Task Listing Sheet - First developmental worksheet in the “activity analysis” portion of the “occupational analysis” phase of the HPI program development process. The worksheet *establishes a basis* for developing a competency-based, performance improvement program.

Objective #7 - Write Task Analysis Sheets

General Technical Information - Information that the worker **must know** to perform a *number of tasks* in the occupation. See “Technical Information.”

Information - Stimuli from the environment to be assimilated by the thought process of the individual. See “Knowledge.”

Knowledge - Stimuli from the environment that has been or is in the process of being internalized by the individual. See “Information.”

Materials/Supplies - Consumables/commodities used by the worker in the performance of a task. One entry on the “task analysis sheet.”

Performance Step - Individual steps performed in the completion of a task. Sequential rather than mutually exclusive. An accumulation of performance step details. Comprised of a descriptive verb and a noun. See “Task Analysis Sheet.”

Standard of Performance - One entry on a task analysis or performance step analysis sheet. The response to the question “*When is the performance step or performance step detail performed correctly?*” Establishes the standard to evaluate the learner’s ability to perform the steps or step details of a task.

Task Analysis Sheet - One of the worksheets resulting from the instructional systems design process. *Establishes the basis* for the development and preparation of *knowledge- and performance-based* learning activities for future learning objectives of a performance improvement program.

Task-specific Technical Information - Information that the worker **must know** to perform a specific task. Information unique to performance of a given task. Not generalizable to other tasks. See “Task Analysis Sheet.”

Technical Information - Information a worker **must know** to perform a task. Information may be either “task specific” or “generalizable” in nature. “Task specific” information relates to a single task, whereas “general technical” information relates to two or more

tasks.

Technical Information Topics - One entry on the “Task Analysis Sheet.” Topical listing of that information the worker *must know* to perform the task for which the task analysis sheet is being written.

Technical References - List of reference materials, i.e. books, charts, tables, etc., available to the worker during performance of the task. One entry on a “Task Analysis Sheet.”

Tools/Equipment - List of tools and equipment available to the worker to perform the stated task. One entry on a “Task Analysis Sheet.”

Objective #8 - Write a Performance Step Analysis Sheet

Performance Step Analysis Sheet - One of the developmental worksheets needed to implement the activity analysis portion of the occupational analysis phase of the HPI program development process. The worksheet *establishes the basis for* continued development and preparation of the performance-related learning activities of a learning objective. See sample “Performance Step Analysis Sheet.”

Performance Step Details - Individual steps performed in the completion of a performance step. Sequential. Comprised of a descriptive verb and a noun. See “Performance Step Analysis Sheet.”

Standard of Performance - One entry on a task analysis or performance step analysis sheet. The response to the question “*When is the performance step or performance step detail performed correctly?*” Establishes the standard to evaluate the learner’s ability to perform the steps or step details of a task.

Objective #9 - Write Technical Information Topics

Attitude - An adaptation of *cognitive* behavior. Knowledge that bears consequence. Knowledge essential to the formulation of priorities. Knowledge that allows the individual to make decisions and form judgments with regard to motor performance.

General Technical Information - Information that the worker **must know** to perform a *number of tasks* in the occupation. See “Technical Information.”

Information - Stimuli from the environment to be assimilated by the thought process of the individual. See “Knowledge.”

Knowledge - Stimuli from the environment that has been or is in the process of being internalized by the individual. See “Information.”

Task-specific Technical Information - Information that the worker **must know** to perform a specific task. Information unique to performance of a given task. Not generalizable to other tasks. See “Task Analysis Sheet.”

Technical Information - Information a worker **must know** to perform a task. Information may be either “task specific” or “generalizable” in nature. “Task specific” information relates to a single task, whereas “general technical” information relates to two or more tasks.

Technical Information Topics - One entry on the “Task Analysis Sheet.” Topical listing of that information the worker **must know** to perform the task for which the task analysis sheet is being written.

Technical References - List of reference materials, i.e. books, charts, tables, etc., available to the worker during performance of the task. One entry on a “Task Analysis Sheet.”

Objective #10 - Write Career and Occupational Guidance Information Topics

Career and Occupational Guidance Information - Information workers must know about the occupation/organization in which they work. The type of information found in organizational policies manual.

Objective #11 - Determine Program, Course and Unit Titles

Course - Administrative components of a program, i.e. the “courses” of the program. Comprised of units with their respective learning objectives.

Curricular Structure - The organizational structure found in a performance improvement program, e.g. the list of course and unit titles of the program.

Points of Passage - Bi-directional linkages connecting the occupational titles found on the *workplace spiral*, i.e. primary occupation, occupational specialties and occupational sub-specialties, with the programmatic titles found on the *learningplace spiral*, i.e. names of occupational program, course and units. Programmatic titles derived from occupational titles. See “Program, Course and Unit Titles” developmental worksheet.

Program - Administrative components of a curriculum, i.e. the “programs” of the curriculum. Comprised of courses and units.

Program Description - Narrative description of an HPI program. Includes purpose, goals, list of courses, prerequisites and any and all other items needed to fully describe the program.

Unit - Smallest grouping of learning objectives resulting in learner employability. An administrative component of a course.

Objective #12 - Write Learning Objective Sheets

Basic Learning Objective - Least complex version of a learning objective. Performance conditions portion of objective contains listing of tools, equipment, materials and supplies (hardware) needed by the learner to perform the objective. Evaluation criteria portion of the objective contains a statement defining when the objective has been performed correctly (product statement).

Behavioral Objective - See “Learning Objective.”

Desired Behavior - One of the four major components of a learning objective. A restatement of the learning objective title prefaced by the phrase, “The learner will. . . .” A statement written in the future tense specifying the activity to be performed.

Environment Statement - One entry in the performance conditions portion of an *expanded* learning objective. Environment statement defines the setting or physical location in which final performance of the learning objective will occur. See expanded version of “Learning Objective Sheet.”

Evaluation Criteria - A statement establishing the *standard* against which learner performance is measured. In a *basic* learning objective, the evaluation criteria includes only the “product” statement, i.e. a response to the question “**When** is the objective **performed correctly?**” An *expanded* learning objective also includes a product statement plus a process statement, oral quiz statement, time limitations and number of repetitions the learner is to repeat the objective over time.

Expanded Learning Objective - Most complex version of a learning objective. As with the basic learning objective, the expanded version is introduced by the title of the task for which it is being written. In contrast, the performance conditions portion of an expanded learning objective includes an environment statement; list of tools equipment, materials and supplies (hardware); learning aids (software); and a miscellaneous statement. Also, the evaluation criteria portion of an expanded learning objective includes statements defining when the objective has been performed correctly (product) and a performance standard for the sequence of performance steps (process). In addition, an expanded learning objective includes standards of performance for oral response to questioning by the instructor, time limitations and repetitions of the objective over a given time period.

Hardware Statement - That portion of a performance conditions statement of a learning objective which identifies the tools, equipment, materials and supplies (hardware) given the learner to perform the learning objective. List of hardware items originated in the “Tools/ Equipment” and “Materials/Supplies” sections of the task analysis sheet.

Common to both the “basic” and “expanded” versions of the learning objective sheet.

Instructional Objective - See “Learning Objective.”

Learning Objective - A written statement cast in the future tense defining conditions under which learning will occur and evaluation criteria for determining when the objective has been attained.

Learning Objective Sheet - One of the developmental worksheets written to implement the *conversion phase* of the HPI program development process. The worksheet continues the process of developing a competency-based program and guides the program designer in converting tasks to learning objectives, i.e. define the conditions under which the learner will perform the objective; cast the activity into the future; and define the evaluation criteria to determine when the learner has successfully attained the stated objective.

Miscellaneous Statement - A statement defining the conditions under which the learner will perform a learning objective not otherwise included in the other components of the performance conditions statement, i.e. environment; tools, equipment, materials, supplies (hardware); and learning aids (software).

Performance Conditions - A statement which defines the “*givens*” under which the learner will perform a learning objective. In a *basic* objective, the performance conditions specify the tools, equipment, materials and supplies (hardware) given the learner. An *expanded* objective includes a hardware statement, plus statements defining the learning environment, technical references and learning aids (software) and miscellaneous provisions, e.g. with the assistance of a partner, in the presence of the instructor, etc.

Performance Objective - See “Learning Objective.”

Process Statement - One entry in the evaluation criteria statement of a learning objective. Statement defining when the process (procedural steps) for completing a learning objective is performed correctly. See expanded version of “learning objective sheet.”

Product Statement - One entry in the evaluation criteria statement of a learning objective. Response to the question, “*when is the learning objective performed correctly?*” Common to both “basic” and “expanded” versions of learning objective.

Qualitative Time Statement - Statement defining time in a non-quantifiable manner, e.g., the objective was performed in a *reasonable amount of time*. Subjective; open to interpretation. One entry in the evaluation criteria statement of an *expanded* learning objective. See expanded version of “Learning Objective Sheet.”

Quantitative Time Statement - Statement defining time in a quantifiable manner. Time statement may be in absolute terms, e.g. the objective was performed within *a one hour time period*, or as a range of time, e.g. *within 10-15 minutes*. One entry in the evaluation criteria statement of an expanded learning objective. See expanded version of “Learning Objective Sheet.”

Repetitions-over-time - One entry in the evaluation criteria statement of an “expanded” learning objective. Defines the number of times an objective must be performed over a given period of time. Lends confidence to the instructor as to the learner’s ability to perform the objective under the stated conditions and to the established criteria. See expanded version of “Learning Objective Sheet.”

Software Statement - Third entry in the performance conditions statement of the “expanded” version of a learning objective. Identifies technical references available to the learner during performance of an objective. See “Technical References” section, Task Analysis Sheet.

Spatial - Of space; happening or existing in space.

Temporal - Of time.

Time Statement - One entry in the evaluation criteria statement of an “expanded” learning objective. Defines the amount of time the learner has to complete the learning objective at the time of final performance. May be either “quantitative” or “qualitative” in nature. See expanded version of “Learning Objective Sheet.”

Objective #13 - Write a Competency-based Program Outline

Competency - Term used to define the specific knowledge, attitudes, skills and habits demonstrated by an individual on the attainment of a single learning objective. The third in a series of four entries in the transitional “task-learning objective-competency-task” sequence of activities.

Competency-based - Term used to describe a program in which the learning objectives of the performance improvement program are derived from the tasks of an occupation.

Competency-based Program Outline - One of the developmental worksheets needed to implement the *conversion* phase of the HPI program development process.

Modularized - Development and organization of programs, courses, units in such a way that they can be used either *in total* or *individually* to assist people in attaining their career goals.

Modularized Programming - See “Modularized.”

Multiple-option Programming - Programs designed that provide learners with a multitude of employment and education-training options as they progress through the HPI program.

Objective #14 - Write Learning Modules

Demonstration - One of the performance-related learning activities. The learning activity in which the learner is shown how to perform the steps of the process for completing a learning objective.

Estimated Time - As discussed herein, the approximate time needed to complete an individual learning activity of a learning objective, or the total estimated time needed to attain the learning objective, i.e. the total estimated time needed to complete the list of individual learning activities.

Illustrated Presentation - An instructional method that may be used to review the knowledge gained by the learner during the knowledge acquisition learning activities in preparation for the knowledge test. Like the lecture, it relies on one-way communication; that is, from the instructor to the learner. By definition, the illustrated presentation is supplemented with visuals. Also, it can include the presentation of new information. May be used in an *instructor-led* or *individualized* learning situation. See “Illustrated Presentation-discussion”, “Knowledge Review” and “Lecture.”

Illustrated Presentation-discussion - An instructional method used to review the knowledge gained during the knowledge acquisition learning activities to prepare the learner for the knowledge test. Promotes two-way communications between the instructor and the learner. By definition, the illustrated presentation-discussion is supplemented with visuals. Also, it can include the presentation of new information. Restricted to an *instructor-led* learning situation. See “Knowledge Review” and “Lecture.”

Individualized Instruction - Instructional materials designed and presented in such manner that the learners can complete each learning activity of the objective without the assistance and/or supervision of the instructor.

Knowledge - Stimuli from the environment that has been or is in the process of being internalized by the individual. See “Information.”

Knowledge Acquisition Learning Activities - A sub-set of *knowledge-related* learning activities. Statements which direct the learner to resources which will provide the technical information needed to perform the learning objective.

Knowledge Acquisition Learning Materials - Resource materials, i.e. books or parts thereof, information sheets, technical references, charts, graphs, etc. which provide the learner with the technical information needed to perform a learning objective. See “Knowledge Acquisition Learning Activities.”

Knowledge-related Learning Activities - Learning activities which direct the learner's acquisition of technical information, guide in a systematic review of that information, and measure the learner's understanding and retention of the information as it relates to performance of the stated learning objective.

Knowledge-related Learning Materials - Knowledge *acquisition* learning materials, knowledge *review* and knowledge *test*.

Knowledge Review - One of the *knowledge-related* learning activities. Taking the form of a "lecture" or "presentation-discussion" in an *instructor-led* situation or a "lecture" or "presentation" in an *individualized learning* situation, the activity guides the learner in reviewing the informational content of the knowledge acquisition learning activities in preparation for taking the knowledge test. If supplemented with visuals, the term "illustrated" prefaces the activity, e.g., "illustrated presentation-discussion."

Knowledge Test - One of the *knowledge-related* learning activities. Instrument used to determine what technical information the learner has and doesn't have with regard to performance of the learning objective. See "Knowledge-acquisition Learning Activities" and "Illustrated Presentation-discussion."

Learner - A person who *can't perform* a specific learning objective, but *wants to*. If either condition is changed, that is, the individual *can perform* the objective or *doesn't want to*, then the individual, by default, can not be considered a learner for that objective. The learner is defined in terms of a single objective rather than by a program, course or unit of instruction.

Learning Activities Package - A "package" of learning activities. A completed package includes all knowledge- and performance-related learning materials needed to move the learner from a point of not being able to perform the objective to a point of being able to demonstrate the objective under the conditions specified and to the established criteria. The individualized learning package may appear in a *print-based*, *CD-ROM*, *web-based* or *on-line* format or any combination thereof.

Learning Activity - Knowledge and performance-related activities designed to systematically move the learner to a defined learning objective. Learning activities guide the learner from a point of not being able to perform a learning objective to a point of being able to perform the objective under the performance conditions stated and to the established standard of performance. May be used in *instructor-led* classroom/laboratory learning situations or tailored to *individualized print-based*, *CD-ROM*, *web-based* or *on-line* instruction.

Learning Aids - Any type of audio or video resource used in education and training. May

include books, information sheets, videotaped presentations, selected web sites, audiotapes, CD-ROMs, 2x2 slides, models, charts, mockups, prototypes, diagrams, etc.

Learning Module - One of the developmental worksheets written to implement the *conversion phase* of the HPI program development process. One learning module is written for each objective. Worksheet serves two purposes: to guide the program designer in identifying and sequencing the learning activities of each learning objective; and inform the learner as to what activities must be completed to attain learning objectives specified in a course/unit syllabus. See “Learning Activity.”

Learning Objective - A written statement cast in the future tense defining conditions under which learning will occur and evaluation criteria for determining when the objective has been attained.

Lecture - An instructional method that may be used to review the knowledge gained by the learner during the knowledge acquisition learning activities in preparation for the knowledge test. Like the illustrated presentation, it relies on one-way communication; that is, from the instructor to the learner. The lecture may be supplemented with visuals. Also, it can include the presentation of new information. May be used in an *instructor-led* or *individualized* learning situation. See “Illustrated Presentation”, “Illustrated Presentation-discussion” and “Knowledge Review.”

Multiple Sequence Approach - Adaptation of the basic model for organizing learning activities for a learning objective. The intent of the multiple-sequence concept is to accommodate the performance improvement needs of non-traditional groups.

Oral Quiz - One entry in the evaluation criteria statement of an expanded learning objective. An oral “check” of technical information. A statement defining the learner’s responsibility to respond properly to questions posed by the instructor during the final performance of a learning objective. See expanded version of “learning objective sheet.”

Performance-related Learning Activities - Activities directed to the performance of a learning objective. Basic trilogy includes a demonstration, practice and performance test.

Performance Test - Test instrument used to determine if the learner can perform a learning objective under the conditions and to the criteria stated in the objective statement. The test addresses both process and product evaluation and certifies the learner’s ability to perform the objective.

Practice - One of the performance-related learning activities. The learning activity during which the “marriage/union/wedding” of knowledge (technical information) with performance occurs. The initial attempt to behaviorally link “psycho” and “motor.”

Objective #15 - Write a Course/Unit Syllabus

Administrative Curriculum Materials - Curriculum materials that result from the HPI program development process. Materials used by the instructor in the administration/management of the performance improvement program, courses and units. See “Program Description”, “Course Syllabus”, “Unit Syllabus.”

Admission Requirements - See “Prerequisites.”

Career and Employment Opportunities - One entry in a course/unit syllabus. A description of the career and employment opportunities available to the learner on completion of a course or unit.

Competency-based - Term used to describe a program in which the learning objectives of the performance improvement program are derived from the tasks of an occupation.

Course - Administrative components of a program, i.e. the “courses” of the program. Comprised of administrative components called “units.”

Course Syllabus - Written document presented to learner at beginning of a course intended to assist the instructor in the administration of the course. Syllabus. Included are the purpose, goals and learning objectives, together with admission and retention requirements, text and reference materials, attendance policy and career, employment and educational opportunities realized by the learner on completion of the course.

Curriculum - The organizational structure and content comprising a formal or informal learning situation.

Discriminatory Prerequisites - Personal traits/characteristics or lack thereof which would prevent entry into a performance improvement program, course or unit.

Educational Prerequisites - Formal schooling prerequisites needed prior to entry into a given performance improvement program, course or unit. Also, formal schooling prerequisites needed for entry into an occupation.

Education/Training Opportunities - Education and/or training opportunities available to individuals at the completion of a program, course or unit.

Goals - Broad, general, timeless statements. Not concerned with the measurement of achievement within a specific time period. Statements which give a sense of direction. General guidelines toward which more detailed and specific plans are directed. Defines direction and the boundaries within which activity will occur.

Prerequisites - Statement defining the requirements needed *a priori* to entry into a performance improvement program, course or unit. See “Course Syllabus”, “Unit Syllabus”, “Learning Activities Package Resource Guide.”

Program Description - Narrative description of an HPI program. Includes purpose, goals, list of courses, prerequisites and any and all other items needed to fully describe the program.

Programmatic Materials - Materials associated with an HPI program. Includes both administrative and classroom/laboratory learning materials.

Purpose - Written statement defining the relationship of a system to its supra-system. Defined in the response to the question, “Why does the system exist?”. Philosophic “*raison d’etre*.” Establishes a *service* relationship between the system and supra-system. Defines the system in terms of people and their needs.

Retention Requirements - Statement defining successful progress in an HPI program, course or unit.

Unit - Smallest grouping of learning objectives resulting in learner employability. An administrative component of a course.

Unit Syllabus - Administrative document given the learner at the beginning of an occupational unit. Syllabus. Informs learners as to the purpose, goals, objectives, reference materials, attendance policy, grading policy, etc.

Work Experience - Experience gained by an individual through work.

Objective #16 - Review the Development of Performance Records and Achievement Awards

Achievement Awards - Awards marking successful completion of a performance improvement program and the courses and units which comprise it. See “Program Diploma”, “Course Certificate”, “Competency Attainment Card.”

Competency Attainment Card - A card awarded on completion of an occupational unit. The card includes the name of the unit, name of the individual, dated signature of the instructor and list of competencies of the cardholder. One type of achievement award forms.

Course Achievement Record - The official competency-based record of an individual student’s progress in attaining the learning objectives of a course. The record is maintained by the instructor and becomes a part of the learner’s official record on completion of the course.