

# Glossary: The Language of Teaching and Learning

**Active learning:** Techniques that actively engage students in learning.

**Examples:**

**Brainstorming:** Ask students to generate a hypothesis.

**One-Minute Question:** Ask student to describe the concept in the reading or lecture that that was especially difficult or confusing.

**Sequencing:** Ask students to order a series of events or developments.

**Decision Making:** Have students identify critical junctures and the decisions that they would make at each juncture.

**Concept mapping:** Graphic representations of the relationships between concepts.

**Problem solving:** Present students with real life problems to which they must apply content knowledge.

**Making It Personal:** Ask students to identify a real world example of a particular concept or theory.

**Alignment:** Ensuring that activities and assessments meet your student learning goals.

**Assessment:** Tools of measuring student progress toward and achievement of learning goals.

**Backward Design:** Designing instructional materials by first setting learning goals then determining what outcome would illustrate achieving those goals, and then designing classroom activities so that students meet those goals.

**Bloom's Taxonomy:** A hierarchy of six levels of cognition—knowledge, comprehension, application, analysis, synthesis, and evaluation.

**Constructivism:** The theory developed by David Ausubel that people learn by constructing conceptual frameworks.



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**Inquiry Based Learning:** Engaging students in the process of exploration.

**Learning Goals:** What students should know, understand, and be able to do.

**Learning Outcomes:** Specific, measurable learning goals.

**Learning Styles:** Students' preferences and approaches to learning.

**Metacognition:** The process through which students monitor and assess their own understanding.

**Prior Knowledge:** The skills and understandings and misunderstandings that students bring to class.

**Problem Based Learning:** An approach to teaching driven by a question or problem and which uses a variety of methods of inquiry to research and address the question.

**Rubric:** The criteria by which a work will be evaluated.