Andragogy:
Approach to education promoted by Knowles and premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. A fifth was added later. 

(1) Self-concept: As a person matures his self concept moves from one of being a dependent personality toward one of being a self-directed human being. 

(2) Experience: As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning. 

(3) Readiness to learn: As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles. 

(4) Orientation to learning: As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. 

(5) Motivation to learn: As a person matures the motivation to learn is internal (Smith, 2002).

Asynchronous:
Not occurring at the same time. Asynchronous communication does not require that the participants be connected to the communication device at the same time (The CMC Resource Site, 2002).

Behaviorism/Behavioristic Psychology:
Belief that learning results in an observable change in the learner's behavior. Learning involves controlling the environment to obtain a desired response. (Robinson, 1995)

Chat:
Two or more individuals connected to the Internet have real-time text-based conversations by typing messages into their computer. Groups gather to chat about various subjects. As you type, everything you type is displayed to the others of the chat group (Texas A&M, n.d.).

Collaborative learning:
A learning environment in which individual learners support and add to an emerging pool of knowledge of a group; emphasizes peer relationships as learners work together creating learning communities (Moore & Shattuck, 2001).

Constructivism:
School of human learning which believes in the need to identify current learning prior to constructing new meaning. Knowledge is seen as a mental construct that is built on and added to. Learners create an image of what the world is like and how it operates and they adapt and transform their understanding of new experiences in light of what they already "know." This theory of learning has consequences for teaching and learning strategies. Educators must
recognize how a learner already sees the world, and how that learner believes it to operate. New information presented to the learner will be modified by what the learner already knows and believes. By starting 'where the learner is at,' that is, engaging prior knowledge with present learning, the educator assists the students to build on her understanding of the world and its workings (NEIU, n.d.)

**Correspondence education:**
First generation in the evolution of distance education: with the advent of postal delivery in the mid 1880s, interaction between learners and teachers at a distance was possible for the first time. In the United States, correspondence became known later as "independent study" and "home study" before becoming recognized as part of the expanding field of "distance education." Interaction by surface mail is still widely used, especially in less developed countries (Moore & Kearsley, 1996, pp. 20, 36, 199).

**Curriculum model:**
The structure in which a program of study is offered. Distance education courses of study are divided into either a subject-matter-oriented curriculum model or a competency-oriented model. The distinction is an important consideration for design, delivery, and assessment (Moore & Shattuck, 2001).

**Delivery medium:**
The physical means of providing a distance education program. The delivery medium could include audio, video, computer, print, and combinations of all (Schlosser & Simonson, 2003).

**Distance education:**
Education in which the student and instructor are physically separated from each other and use technology—such as TV or the Internet—to complete the instruction. (PBS Advice Center, n.d.).

**Distance education consortium:**
Two or more distance education institutions or units who share in designing distance education courses, teaching them, or both (Moore & Shattuck, 2001).

**Distance education institution:**
College, university or school system organized exclusively for distance education (Moore & Shattuck, 2001). A “unimodal” distance education institution as compared to a dual mode conventional institution which adopts distance education courses and programs. (Cookson, 2000)

**Distance education program:**
"Distance education activities carried out in a conventional college, university, school system, or training department whose primary responsibilities include traditional classroom instruction" (Moore & Kearsley, 1996, p. 2).

**Distance education system:**
All the component processes that result in distance education, including learning, teaching, communication, design, management, and evaluation (Moore & Shattuck, 2001).

**Distance learning:**
What happens as a result of distance education (PBS Advice Center, n.d.).
Dialog/Dialogue:
Interplay of words, actions, ideas, and any other interactions between teacher and learner; determined by the educational philosophy underlying the course; influenced by size of learning group and the learners' language (Moore & Kearsley, 1996, p. 201).

Emoticons: 😊 😞 😧
Also known as Smiley's. These are symbols used to add emotional expression to a text-based statement (Schlosser & Simonson, 2003). (See also Smiley)

F2F:
Initials for "face-to-face." Traditional classroom instruction where teacher and learners are together in the same room. (Schlosser & Simonson, 2003).

Facilitation:
Assisting/guiding approach ("guide-on-the-side") to a learning situation; can be contrasted to the directive teacher-instructor ("sage-on-the-stage") approach. Heavily influenced by humanistic psychology (Moore & Shattuck, 2001).

Flaming:
An asocial behavior whose sole purpose of communication is to provoke a negative emotional response in another member of an online community (The CMC Resource Site, 2002). An angry response to a written statement over the Internet (Schlosser & Simonson, 2003).

HTML:
“The lingua franca for publishing hypertext on the World Wide Web. HTML uses tags such as <h1> and </h1> to structure text into headings, paragraphs, lists, hypertext links, etc.” (W3C, 2003)

Humanism/Humanistic Psychology:
A view of learning as having a quality of personal involvement, being self-initiated, pervasive, evaluated by the learner, and the essence of which is meaning. (Rogers, 1969)

Hyperlink/Hotlink:
An image or portion of text on a Web page that is linked to another Web page, either on the same site or at another Web site. Clicking on the link takes the user to another Web page, or to another place on the same page. Words or phrases which serve as links are underlined, or appear in a different color, or both. Images that serve as links have a border around them, or they change the cursor to a little hand as it passes over them (GetNetWise, 2003).

Hypermedia:
A hypermedia document may contain text, graphics, photography, animation, sound, music and video, interrelated, in a non-sequential fashion, via hypertext links (hyperlinks/hotlinks). World Wide Web publications are commonly referred to as hypermedia (Academic Computer Center, 1995).

Learner autonomy:
“Concept that learners have different capacities for making decisions regarding their own learning.” Relates to the structure and interactive expectations of a distance education course.
A key element in adult learning (Moore & Kearsley, 1996, pp. 24-25, 204-205).

**Learner-centered education:**
An educational philosophy in which the needs of the individual are primary; therefore, the teaching and learning process provides flexible sequences of study, negotiated objectives and content, negotiated learning methods, negotiated methods of assessment and a choice of support mechanisms (PBS, n.d.).

**Learning platform:**
A generic term for types of software that support all kinds of asynchronous group communication. Its main feature is the threaded discussion. The more advanced learning platforms include the option to constitute study groups for collaboration, and folders for students to post assignments to the instructor. (Hülsmann, 2003).

**Listserv:**
An e-mail program that allows multiple computer users to send and receive messages on a single system. Listserv software is frequently used to administer electronic bulletin boards (Schlosser & Simonson, 2003).

**LOL:**
Initials for "laughing out loud" (Schlosser & Simonson, 2003).

**Netiquette:**
Contraction of “Internet etiquette”, the etiquette guidelines for posting messages to online services, and particularly Internet newsgroups. Netiquette covers not only rules to maintain civility in discussions (i.e., avoiding flames), but also special guidelines unique to the electronic nature of forum messages. For example, netiquette advises users to use simple formats because complex formatting may not appear correctly for all readers. In most cases, netiquette is enforced by fellow users who will vociferously object if you break a rule of netiquette (Webopedia, 2003).

**Open learning:**
An educational philosophy that emphasizes providing learners with choices about media, place of study, pace of study, support mechanisms and entry and exit points (PBS, n.d.).

**Pedagogy:**
Literally means the art and science of teaching children. Pedagogy is often used as a synonym for teaching. Pedagogy embodies teacher-focused education as opposed to learner-focused education (andragogy). (NEIU, n.d.).

**Self-directed learning:**
The ability to exercise "learner autonomy." No one is autonomous at all times or able to be fully self-directed as a learner at all times, but the development of these capacities is the aim of many educational philosophies. The teacher aims to transfer to the learner the skills associated with teaching, i.e., to decide what ought to be learned, the most effective means of learning it, and to know realistically and correctly when the learning has been achieved (Moore & Kearsley, 1996, p. 119-120).

**Shouting:**
Sending email or discussion messages in all UPPER CASE LETTERS is known as "shouting." It is usually considered rude to shout in online communication, but can be used in
moderation for emphasis (The CMC Resource Site, 2002).

Smiley: 😊😊😊😊
These are also known as emoticons. They are graphic symbols used in place of the voice to add emotion to words (Schlosser & Simonson, 2003).

Synchronous:
Occurring at the same time. Synchronous communication requires that participants be connected to the communication device at the same time (The CMC Resource Site, 2002).

Systems approach:
Application of industrial principles including recognition of the division of labor and of specializations where teams of specialists work together to provide quality education. Includes carefully planned integration of the full range of technology and human resources so that each operates to maximum efficiency and effectiveness (Moore & Shattuck, 2001).

Threaded discussion:
A type of discussion forum in which each original message and all of its replies are linked together. The "thread" is analogous to a conversational thread. The benefit of threaded discussion is that it is easier to follow the conversation (The CMC Resource Site, 2002).

Transactional distance:
Theory developed by Michael Moore which emphasizes that distance is a pedagogical/andragogical phenomenon which must be addressed by design curriculum, forms of communication and interactions, and management of distance education programs (Moore & Kearsley, 1996).

Uploading:
The transfer of copies of a file from the user's own computer to a database or other computer. The reverse of downloading (Texas A&M, n.d.).

Virtual university:
A higher education institution that has no physical classrooms. Instruction at a virtual university is delivered to students at-a-distance (PBS, n.d.).

References


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