

Glossary

Compatibility. A measure of the degree to which an innovation is perceived as being compatible with existing values, past experiences, and the needs of potential adopters.

Complexity. A measure of the degree to which an innovation is perceived as difficult to understand and use.

Constructivism. A theory of learning where humans construct meaning from current knowledge structures.

Delivery system. The vehicle or method by which instruction is delivered.

Instructional analysis. The procedures applied to an instructional goal in order to identify the relevant skills and their subordinate skills and information required for a student to achieve the goal.

Instructional goals. What the learners should be able to do when they have completed the instruction.

Job analysis. The process of gathering, analyzing, and synthesizing descriptions of what people do in their jobs.

Learner and context analysis. The process of gathering, analyzing, and synthesizing descriptions of the target audience and the characteristics of the setting in which the knowledge and skills will be used.

Needs assessment. The formal process of identifying discrepancies between current outcomes and desired outcomes for an organization

Observability. The degree to which the results of the innovation are visible to others.

Performance analysis. The use of analytical tools for identifying organizational performance problems and developing the most appropriate solutions.

Performance objectives. A statement of what the learners will be expected to do when they have completed a specified course of instruction, stated in terms of observable performances.

Relative advantage. The degree to which an innovation is perceived as better than the idea it supersedes.

Target audience. The learners the instructional designer is targeting with the appropriate instruction.

Trialability. The degree to which the innovation may be trialed and modified.