

# NASJE Curriculum Designs Glossary

*A living document being refined over time*

*“Language” encompasses the words, and the methods of combining them, that are used and understood by a community.*

## Introduction

Every profession develops a shared language that includes words and terms to represent, describe, and guide their work. A shared professional language ensures clarity and understanding among members of the profession. As members of a relatively new profession, judicial branch educators are developing a shared language that helps shape our work and enhances our ability to communicate with each other most effectively.

The NASJE Curriculum Designs Glossary will contribute to an agreed-upon, common language by focusing on and defining the words and terms used in our profession. It is meant to serve as a tool to assist us in giving shared meaning to our professional language.

## History

The initial glossary was generated as part of a 3-year curriculum development project. That project produced a comprehensive, overarching plan of education for judicial branch educators – a “curriculum” – based on the NASJE Core Competencies. The curriculum is comprised of almost 20 individual curriculum designs, each addressing a key element of our work. Together, these designs will guide education for judicial branch educators when creating courses nationally, regionally, and locally.

## Current Use

The glossary serves as a reference for individuals developing courses from the NASJE Curriculum Designs. Key words and terms in the curriculum designs have word borders indicating definitions are included in the glossary.

## The Future

Terms included in the glossary are those that are uniquely part of our work or that have a specific and special meaning in our field. The glossary will continue to grow as the field of judicial branch education evolves.

## Glossary

**Administrative Office of the Courts** – in many states, the statewide administrative office, headed by a state court administrator, and includes judicial branch education.

**Adult Education** – educational approaches developed to meet the needs of adult learners; synonymous with andragogy; involves a series of principles including participant-centered education, self-directed learning, respect for differences among participants, active involvement of learners, delivering content with potential for immediate application potential, among other things.

**Andragogy** – applying the art and science of working with adults in an educational environment; approaches to education that have a participant-centered basis (as contrasted to pedagogy in which the education is teacher-centered).

**Asynchronous Delivery** – electronic delivery of education that is accessed by learners “on demand,” such as a DVD or a course posted online

**Audiovisual Aids** – a series of teaching tools used by faculty to enhance the delivery of educational content; includes projection software such as PowerPoint®, easels and pads, and other items; are effective in addressing different learning styles and maintaining interest. Also see teaching aids.

**Authenticity** – the quality of being considered knowledgeable, truthful, credible, worthy; in order to effectively exercise leadership and demonstrate the value of education, judicial branch educators need to earn authenticity through their expertise, consistency, and honesty. Also see credibility and presence.

**Blended Learning** – education that combines two or more types of delivery, such as in-person and electronic delivery, or asynchronous and synchronous electronic delivery.

**Coaching** – generally an informal, short-term relationship between a less experienced individual and a more experienced or knowledgeable individual that is intended to develop or improve a specific skill(s) of the less experienced individual. Although sometimes used interchangeably with the word “mentoring,” coaching is narrowly focused and is short term.

**Competency/Competencies** – a set of capabilities and/or characteristics that enable individuals to successfully perform their work and/or qualify for a position; often associated with achieving superior performance.

**Course** – the actual delivery of educational content, including instructional design and related issues; may be a large group plenary session, a small group seminar or workshop, an online study, a videoconference, a DVD or may be in other formats; may be part of an overarching curriculum or may be stand-alone. Although sometimes used interchangeably with the word “program,” a course is specifically based on instructional design and is one part of a program.

**Course Goal** – [see **Goal**]

**Court Personnel** – non-judicial officers working in the courts; includes staff to judicial officers, employees involved in administration, and people who interface with the public on behalf of the courts.

**Credibility** – having earned the trust of others; being viewed as reliable, authentic, and believable; may initially be based on an individual’s education, experience, or position, but becomes solidified over time when interaction demonstrates the consistent quality of an individual’s knowledge and behavior; in order to effectively exercise leadership and demonstrate the value of education, judicial branch educators need to earn credibility through their expertise, consistency, and honesty. Also see authenticity and presence.

**Cultural Competency** – the ability to interact effectively with people of different cultures. Competency may result from (a) being aware of one’s own cultural worldview, (b) developing a positive attitude towards cultural differences, (c) knowing different cultural practices and worldviews, and (d) developing skills to communicate within different cultural situations.

**Curriculum** – an overarching plan of education for a specific target audience; may be as brief as a list of topics or as detailed as course plans with relevant materials; used to guide the education of the target audience; at a minimum involves a broad-based needs assessment; ensures the quality, continuity, and consistency of profession-relevant content over time.

**Curriculum-based Planning** – a process that ensures comprehensive, relevant education is available to individuals throughout their careers and/or assignments through use of a curriculum as a basis for education.

**Curriculum Development** – the process of developing a curriculum.

**NASJE curriculum Designs** – the completed templates/outlines developed for each core competency area for judicial branch educators.

**Delivery Mechanisms** – the means by which learners experience and/or access education; includes

**In-person Delivery** – when faculty and participants are together in the same place at the same time (seminars and workshops)

**Electronic Delivery** – when faculty and participants are separated by geography and/or time; access to education by learners is through electronic means (computer, broadcast, videoconference, video/DVD, podcast)

**Synchronous Delivery** – electronic delivery of education that is in “real time,” such as a live broadcast or webcast.

**Asynchronous Delivery** – electronic delivery of education that is accessed by learners “on demand,” such as a DVD or a course posted online

**Development** – activities that expand, enlarge, enhance, improve, or refine; [see **Professional development**].

**Diversity** – the uniqueness of each individual; uniqueness includes race, ethnicity, gender, sexual orientation, socio-economic status, age, educational experience, physical abilities, religious and political beliefs, work/job, and more; in education, this requires a safe environment where differences a) can be explored, b) are valued for their richness, c) are embraced, not just recognized and tolerated.

**Education** – activities or experiences that have a formative effect on the mind, character and/or physical ability of an individual; enhancing an individual’s knowledge, judgment, reasoning and wisdom; may be formal or informal. Although sometimes used interchangeably with the word training, education involves a broad set of activities; training is a subset of education.

**Educational Need** – the basis and justification for an educational effort; the gap between desired performance and actual or anticipated performance; the basis for planning a course [see **Needs Assessment**]; stating an educational need involves summarizing what learners lack or may require educationally.

**Ethics** – the system of moral principles that govern the behavior of an individual or group to ensure correct and proper behavior.

**Evaluation** – processes to assess the value of something; generally to make decisions and/or implement changes in the future; assessment of the value of a course and its impact on participants, their organizations and sometimes on society.

**Participant Evaluation** – assessment by learners as to the value of a course and its impact on them; generally conducted at the conclusion of a course, but may be conducted at intervals

**Evaluation of Learning** – assessment by faculty throughout a course to assess whether learners can achieve learning objectives

**Transfer of Learning Evaluation** – assessment by supervisors and managers as to the degree of change in learner behavior as the result of a course; may also be a self-assessment of an individual, such as a judge

**Peer or Planner Evaluation** – assessment by a colleague of faculty and/or course planner(s) as to the degree the course followed its design, the faculty demonstrated teaching skill, and the course met its goals

**Impact Evaluation** – an assessment conducted by planners or contractors to measure long-term effects/outcomes and identify the value of a project or effort.

**Formative Evaluation** – occurs during the development of a course, project, or effort; it supports improvement and is conducted by someone who can make necessary changes.

**Summative Evaluation** generally occurs at the conclusion of a course, project, or effort; it allows faculty and planners to determine how well the learners met learning objectives and/or the overall level of success of the course, project or effort.

**Event-Based Planning** – a planning process in which courses are chosen and content is determined based on temporary circumstances, such as the location of a program, availability of a faculty member with certain expertise, or a “hot topic,” contrasted with curriculum-based planning in which courses are chosen based on a curriculum to ensure comprehensive, relevant education is available to individuals throughout their careers and/or assignments.

**Faculty** – the individual(s) responsible for designing and/or delivering educational content; may deliver content to participants in-person or may develop a course/program to be delivered via technology; synonymous with “teacher” or “instructor,” but is the preferred term in adult education.

**Fairness** – free from bias, injustice, and prejudice; in education, acting in an impartial manner; showing no favor to one or another.

**Goal** – the overall purpose toward which effort is directed.

**Course Goal** – the overall purpose or aim of a course; generally stated in terms of what planners and/or faculty hope to accomplish through education; it is based on the identified educational needs; it does not have to be stated in measurable terms (in contrast to learning objectives, which need to be measurable).

**Organizational Goal** – the preferred results that an organization strives to achieve.

**Governance** - the authorities (persons or committees), processes, procedures and structures that guide strategic and key operational decisions of an organization/entity; structures to inform, direct, manage, and monitor activities

toward the achievement of objectives; clarification of relationships and responsibilities among entities making up an enterprise.

**Administrative Governance** – governance provided by the employer, the overarching organization responsible for judicial branch education; generally includes funding, organizational structure, processes and procedures, human resources, and other administrative support.

**Stakeholder-based Governance** – governance provided by volunteer groups of learners and other stakeholders; generally relates to judicial branch education products and services and their acceptability and relevance to learners; may include:

**Policy-Level** – the higher level of stakeholder-based governance; decides on adoption and use of educational models or processes; appoints members to stakeholder groups for various purposes; decides whether to have educational requirements.

**Advisory-Level** – group(s) may be part of the judicial branch education structure or another group associated with the judicial branch; may (a) recommend how to meet the needs of particular target audiences, assess learner group needs, develop curricula, and/or (b) make recommendations to policy-level entity and/or advise planning-level groups about certain content areas.

**Planning-Level** – may have two segments: (a) program planning – deciding on program components, single or multiple courses, registration strategies, etc. (b) course planning – deciding on course learning objectives, content, delivery mechanism, and faculty.

**Blended Governance** – the combination of administrative governance and stakeholder-based governance that impacts judicial branch education.

**Human Resources** – the people that populate an organization; people are considered an asset as are fiscal resources and capital resources.

**Instructional Design** – a series of sequential steps used to plan and deliver a course; involves assessing needs, developing course goals, determining learning objectives, selecting content, choosing teaching methods, and evaluating learning; some steps included/completed in some curriculum models; a process used to maximize the relevancy, impact, and efficiency of learning experiences; processes are rooted in cognitive and behavioral psychology.

**Differentiated Instructional Design** – a design process that involves use of multiple strategies for delivering content and/or evaluating learning based on differences in learners’ experience levels, roles/responsibilities, and/or learning styles.

**Instructional Delivery Mechanisms** – the means used to deliver content to learners; includes in-person delivery (such as conferences, seminars, workshops,



and more) and electronic delivery (such as online, broadcast, telephonic, and more) [see **Delivery Mechanism**].

**Intellectual Capital** – an organization’s combined human capability for achieving an organization’s goals and for solving problems; it is inherent in people and cannot be owned by an organization.

**Judicial Branch Educator** – individuals who have responsibility for the design and delivery of education for judges and/or court personnel; includes attorneys, course designers, managers, and others.

**KSAs** – acronym for knowledge, skills and abilities and attitudes, which when combined represent competencies necessary to perform a job or fulfill a role; the qualifications and personal attributes needed for a particular job. Knowledge is an organized body of information, factual or procedural; skill is the manual, verbal, or mental manipulation of data or things; ability is the power or capacity to perform an activity or task; attitude is a way of thinking or feeling that is generally reflected in a person’s behavior.

**Knowledge Management** – strategies and processes used by an organization to identify, capture, and share intellectual capital (knowledge); involves documentation of information/knowledge and dissemination of that information/knowledge within the organization; may involve interviewing and observing; is an organization-wide endeavor based on valuing knowledge of individuals and groups; includes both explicit knowledge [articulated knowledge expressed and often documented, e.g., processes, procedures, timelines] and tacit knowledge [unexpressed knowledge of an individual based on experience, emotion, insight, e.g., how to garner support].

**Leadership** – the ability to engage and energize people toward taking action toward a shared goal, generally without exercising authority or force; often includes cooperation, collaboration, developing trust, and empowering individuals; may be formal/structural or informal/voluntary.

**Learning Domains** – categories of learning: (a) cognitive – knowing; (b) psychomotor – being able to perform a task; and (c) affective – attitudes, feelings, and beliefs.

**Learning Environment** – the physical and psychological environment of a course; includes physical comfort (seating, temperature, lighting, etc.) and psychological well-being of participants (feeling of being respected, freedom to have differing views, ability to participate in learning, etc.).

**Learning Objectives** – statements of what participants will be able to say or do during a course to demonstrate learning and achievement of the course goal(s); are created prior to a course and direct the selection of content; statements use action verbs that reference behaviors faculty can observe; are written to determine whether course goals are being met; may be classified as cognitive (to show or state what is known), psychomotor (to be demonstrated physically), or affective (to indicate feelings or attitude).

**Learning Organization** – an organization that continually evolves and increases effectiveness by (a) learning from the community, from mistakes, from innovations, (b) creating a culture to foster continual learning, critical thinking, risk-taking, and innovation, (c) allowing mistakes and valuing individual contributions, (d) disseminating new knowledge throughout the organization for use in daily activities; five factors: (1) systems thinking, (2) personal mastery, (3) mental models, (4) shared vision, (5) team learning.

**Learning Styles** – descriptions of the differences in how adults learn; models provide planners and faculty with strategies to use in design and delivery of education to meet the needs of all learners; most common model used in the court system is the Kolb Learning Styles, which describes adult learner preferences in how they take-in and process new information.

**Management** – the role of organizing and coordinating activities of subordinates to achieve clearly defined goals; may involve directing, controlling, correcting, and development and deployment of organizational resources.

**Mentoring** – generally a formalized relationship/partnership between a less experienced individual and a more experienced or knowledgeable individual, lasting over an extended period of time, that is intended to enhance overall performance of the less experienced individual. Although sometimes used interchangeably with the word “coaching,” mentoring is generally a broader set of activities and is of longer duration.

**Mission** – a written description of an organization’s ongoing purpose; what the organization will accomplish, what its intended direction is, how it will achieve its vision.

**Needs Assessment** – the process of identifying the desired outcome of education (the ends), which serves as the basis for developing course goals, learning objectives and content (the means to achieve the ends) for a course. the basis, the foundation, in designing an educational intervention; may be determined by a written survey of potential learners, by a focus group, by assessing competencies for the job, and other means.



**Open-Ended Questions** – questions that cannot be answered with “yes” or “no;” questions faculty may ask that require participants to actively apply learning and formulate answers that demonstrate acquired knowledge and understanding of content.

**Organigram/Organigraph** – a visual representation of how work is done; a snapshot of the organization at work; a map of the work an organization performs; may show factors that affect the work; may be a chart or an image.

**Organizational Chart** – a graphic representation or diagram of the management structure and the people in an organization, their official roles and positions or functions and their relationships to one another; may depict authority, responsibility, and communication flow.

**Organizational Development** – an organization-wide effort for systemic change to improve organizational performance and effectiveness; involves development of individuals, identification of common goals, processes for shared problem identification and problem-solving; complex educational strategy intended to change the beliefs, attitudes, values, and structure of an organization to adapt to changes.

**Pedagogy** – traditional method of instruction based on faculty imparting knowledge to generally passive students; generally used in relation to teaching children; a didactic manner of teaching; an educational approach in which the teacher is viewed as an authority figure, determining the content and direction of the education.

**Presence** – most basically: being visible, in close physical proximity; more nuanced: the ability to project ease, poise, self-assurance; being perceived as having a demeanor or a quality that is respected; an aura of being self-assured and having a rapport with others; in order to effectively exercise leadership and demonstrate the value of education, judicial branch educators need to be actively involved and engaged on many levels with many people. Also see authenticity and credibility.

**Professional Development** – the improvement of the skills and expertise of an individual in order to succeed in a certain profession and for career advancement; achieved through expanded work-related experiences, continuing education, internships or apprenticeships, working with a mentor or coach, sabbatical research, and more.

**Program** – a discrete educational endeavor; may be a conference that includes large group plenary sessions, small group seminars, or workshops – or – may be an online study, a videoconference, a DVD – or – may be packaged in other

ways; involves course(s), registration, logistics, administrative and technical support, and more. Although sometimes used interchangeably with the word "course," a program involves a broad set of activities, one of which is a course.

**Seating Arrangements** – the manner in which participants are arranged for a course/program; involves both physical and psychological factors; includes (1) formal arrangements: theater seating (no tables), classroom (tables and chairs in rows facing the front of the room), and chevron (semi-formal arrangement with V-style rows) and (2) informal arrangements: rounds (small groups of participants seated at round tables), union style (small groups of participants seated around square tables), and U-Style (all participants seated at a series of tables arranged to form a U shape); should be determined with consideration of planned activities for participants, psychological environment desired, and available space.

**Staff** - the personnel who carry out a specific enterprise [see **Court Personnel**].

**Strategic Plan** – a road map that outlines an organization’s goals as well as the strategies and actions that will lead to achieving those goals.

**Succession Management** – a process to identify and develop people internal to an organization to fill key positions, achieved through a structured process and professional development.

**Synchronous Delivery** – a form of electronic delivery of education that is in "real time," such as a live broadcast or webcast.

**Teaching Aids** (also called **Teaching/Learning Aids**) – items, tools, and props used to support the teaching process and enhance the learning experience; may be visual (such as photos), auditory (such as a recording of voices), or representative (such as a ladder used to explain the process of human development). Also see audiovisual aids.

**Teaching Methods/Methodologies** – strategies, approaches, and activities used by faculty to provide content to participants; includes lecture, discussion, panel or debate, case studies, small group work, etc.

**Team Teaching** – a collaborative educational strategy that engages two or more individuals to serve as faculty, sharing the planning and delivery of content to an audience; may involve an experienced faculty member with one who is less experienced, or individuals with different but related content expertise, or individuals with similar expertise but different work roles, or other combinations of individuals.

**Training** – instruction directed toward development of practical skills for specific tasks. Although sometimes used interchangeably with the word “education,” training is narrowly focused and is a subset of education.

**Transfer of Learning Evaluation** – assessment by supervisors and managers as to the degree of change in learner behavior as the result of a course; may also be a self-assessment of an individual, such as a judge.

**Transformative** – something that changes the character or condition of an entity in form, nature, or function; applicable to changes to an individual or an organization.

**Transformative learning** – learning that leads to purposeful questioning of current assumptions, perspectives, beliefs, etc. in order to change them to be more exploratory, inclusive, etc.

**Values** – enduring beliefs or ideals of a person and/or shared among members of a group identifying what is considered good and what is not.

**Vision** – an aspirational description of what an organization desires/plans to become or accomplish in the long-term.

**Visioning** – an ongoing, cyclic process, using strategic planning to move forward, but keeping organizational thinking fluid in order to continue to learn, adapt to new realities and create a more desirable future state; it involves hindsight, foresight and insight.