Related to learning theory and instructional design

Framework:
A structure for taking your content and maximizing the students’ potential to learn, while ensuring high-quality learning and engagement, and leveraging new opportunities afforded by the online environment.

Course design:
An articulation of what the framework can be within the context of your course. In designing your course, you will start with the more general framework, then select and shape content, activities, and support resources so that they enable your learners to achieve the outcomes you intend for your specific course. Therefore, all courses developed within the context of OIPP will share the same assessment framework, but each course design will be different.

Learning outcome:
Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, behaviors, skills, or attitudes.

*Intended learning outcome:* A statement of intention that specifies what the instructor expects or intends for the learner to be able to do as a result of the learning activity.

*Actual learning outcome:* What the learner knows and is able to do as a result of the learning outcome, as measured by an assessment.

Similar terms: Learning objectives, learning goals.

Assessment:
The process by which learning, or the achievement of each of the intended outcomes in your course, is measured. Formative assessment is an ongoing process implemented to improve learning. It diagnoses how learning is going and helps learners and instructors identify areas for improvement.

Evaluation:
A final gauge of quality. It summarizes what has been learned, and usually conveys an overall grade or score. At a higher level, Evaluation is the overall measurement of the success/achievements of the course process and outcomes, and it is based on data/input from all stake-holders, not just students.

Support path:
The path a learner may take to access various modes of support in a course. Support may be online (e.g., office hours, online tutorials, additional online materials) or offline (e.g., student learning center, library).
Related to web and multimedia development

LMS, or Learning Management System: An LMS provides a set of tools or applications that facilitate teaching and learning. Examples: Sakai, Moodle, Blackboard
Similar terms: Course Management System (CMS), Virtual Learning Environment (VLE)

Wiki: A wiki is a collaborative website that allows the creation and editing of any number of interlinked web pages via a web browser using a simplified markup language or a WYSIWYG (What You See Is What You Get) text editor. A “history” of all changes is kept, so that authors, reviewers or instructors can review previous versions of the document being produced.
Example: Wikipedia, PBWorks,

Blog: A blog is a type of website, or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Most blogs are interactive, allowing visitors to leave comments and even message each other; it is this interactivity that distinguishes them from other static websites.
Example: The Berkeley blogs; Chronicle of Higher Education’s Prof Hacker: http://chronicle.com/blog/ProfHacker/27/

Widget: A widget a small application that can be installed and executed within a web page, blog, or profile on a social media site by an end user.
Example: Profile on Facebook

Discussion board or forum: A discussion board or forum is an interactive online site where people can hold written conversations in the form of posted messages - a little like email going back and forth. Messages on the same topic are “threaded”. Communication is delayed or “asynchronous”. Depending on the access level of a user and/or the forum set-up, a posted message might need to be approved by a moderator before it becomes visible to all.
Example: Sakai Forums or Moodle discussion forums

Live chat rooms: In chat room communication all users are online in real time and able to type messages to each other. Chat room communication is thus “synchronous”. Turn-taking is faster than in a discussion forum; users type short messages into a small message field and these then appear in chronological order on the main area of the screen. These sequenced messages appear like a loosely organized (some say “fragmented”) conversation. Instructors can develop their own set of special short-hand symbols to organize turn-taking, eg. 
? = “I have a question”.
! = “I have a comment”.
ga Jen = “Go ahead Jen”.
Chat rooms can offer an interactive, flexible means for conducting Office Hours online.
**Web conferencing:** Web conferencing is used to conduct live meetings, training, or presentations via the Internet. Web seminars or “webinars” enable the presenter (or instructor) to display and speak to Powerpoint slides or other documents. Students meanwhile are listening and/or watching, and can submit questions in a text-based “chat” panel. Some systems also offer a web access window (so the instructor show participants a website), and a white board for drawing, underlining, and more creative communication.

Example: Skype, Adobe Connect, Elluminate