Improve Student Learning Outcomes with the ELAP Learning Taxonomy
Anne Williams • ABMP School Forum, 2019

Session Terminology: These are the key terms as defined by the presenter during this session.

1. **Affective domain:** Learning related to attitudes, values, and motivations developed through self-awareness, self-exploration, and opportunities to explore news ways of responding.

2. **Anchor:** A method used at the end of a learning segment to reinforce key information.

3. **Artificial intelligence (AI):** The theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.

4. **Big picture:** A teaching method where an instructor tells a learner what happened in the last class, what is about to happen in the current class, and what will happen in the subsequent class.

5. **Cognitive domain:** Learning related to the acquisition of information, understanding, and mental skills.

6. **Concept:** An abstract idea constructed in the mind. An idea of what something is and how it works.

7. **Concept checking questions:** Questions that compare a correct statement with an incorrect statement to check learner comprehension and fill in knowledge gaps.

8. **Context:** The situation in which learning happens, or the conditions that exist when learning happens.

9. **Drill and practice:** The systematic rehearsal of information to mentally organize it and store it in memory.

10. **Education theory:** Ideas about how people facilitate learning for others.

11. **Entry-Level Analysis Project (ELAP):** A research project completed in December 2013 that defined what a learner must know and be able to do to work safely and competently at the entry level of the massage profession.

12. **ELAP Learning Taxonomy:** A model, designed for massage educators, that illustrates how learners learn, and therefore, how teachers should structure lessons.

13. **Example:** A thing characteristic of its kind, or illustrating a general rule. Instructors use examples to help learners better understand important concepts.

14. **Fact:** A piece of information used as evidence that something is true. Instructors use facts to prove that a concept exists.

15. **Hook:** A technique used in literature, theatre, movies, marketing, and public speaking to provide context for learning and arouse the interest of an audience so that they pay attention.

16. **Interactive lecture:** A series of visual aids that illustrate content, enhance session structure, and provide direction for a variety of learning experiences.

17. **Interpersonal domain:** Learning related to the development of skills necessary to initiate, maintain, and manage positive relationships with a range of people in a variety of contexts.

18. **Knowledge gap:** When a learner is missing an image, word, fact, example, or other piece of data they need to understand a concept or apply it in new ways or new situations.

19. **Knowledge hierarchy:** A collection of concepts linked together to create understanding that is rich, multifaceted, deep, and comprehensive. The ability to break a concept down into its component parts but also use it in a new, more complex mental representation.

20. **Learning domain:** A specific area (or kingdom) of inquiry, activity, feeling, or behavior. There are four established learning domains (cognitive, psychomotor, affective, and interpersonal).

21. **Learning levels:** A series of three progressively complex stages of learning depicted in the ELAP Learning Taxonomy where learners are introduced to new content, gain experience with that content, and then demonstrate competence by using the content to solve problems.

22. **Level 1 of the cognitive domain:** According to ELAP, a learning level where a learner is introduced to new words, and through learning experiences, transforms terminology into a basic concept (e.g., a mental representation composed of at least 1 image, a term definition, 2 facts, and possibly 1 example).

23. **Learning theory:** Ideas about how people learn.

24. **Mental representation:** A "nested" collection of words, ideas, images, attitudes, beliefs, sensations, and experiences.

25. **Navigation:** An instructional design method that regularly tells a learner where they are located in class material.

26. **Nesting:** The process the brain undertakes to store related images, words, facts, examples, beliefs, attitudes, emotions, body sensations, and experiences together as a concept.

27. **Neuroscience:** Any or all of the sciences, such as neurochemistry and experimental psychology, which deal with the structure or function of the nervous system and brain.

28. **Prime:** Any of a number of methods that facilitate an open and focused body-mind state in students to enhance their receptivity to new information.

29. **Psychomotor domain:** Learning related to well-coordinated physical activity, effective use of language, and professional behaviors.

30. **Response moment:** A pause in a lecture where learners are asked to think about information on a personal level and share their findings with classmates.

31. **Scaffolding:** The extra support teachers give learners to help learners achieve learning goals.

32. **Schema:** A cognitive framework that helps interpret information and organize effective behaviors.

33. **Spaced practice:** When learners drill and practice information at regular, but broken intervals. They rehearse information, do something else, and rehearse the information again.