

GLOSSARY OF TERMS

TERM	EXPLANATION
application to personal experience	The concepts (i.e. generalizations across many examples) are made relevant in terms of the activities with which a person has first-hand knowledge due to direct participation.
beliefs	In human dimensions research, a cause/effect association that may or may not be considered "true" outside a given cultural group. Individuals may be excluded from a group if they hold different beliefs. Beliefs may change when an individual acquires new information i.e. due to social learning.
bio-cultural ecoregion	An ecosystem defined by similarities in the biological characteristics and the cultural practices of the people who live there (e.g. US MX borderlands, Caribbean, Western Amazon, Gran Chaco).
biological diversity	Variety of life-forms at the nested hierarchical systems in biology: genotypes, species, ecoregions (e.g. prairie, savannah, forest).
case study or story	A description of the characteristics of a project that occurred in a given place and time. This will have relevance in illustrating how the pieces of the puzzle fit together. The lessons learned may or may not be relevant in a more general context. In anthropology, a "case study" is much more in depth than the case "stories" that we will use as teaching stories to stimulate dialogue in this seminar.
cognitive filters	Mental processes attributed to the processing of information, such that some information is selectively retained and other information is discarded from further consideration.
collaboration	Interaction of two or more parties, which is characterized by a high degree of both expressing personal perspectives and listening to the perspectives of others.
communication	Exchange of information between two individuals. This meaning is different than the sense of mass communication, where information is put out but may or may not be received.
communication gaps	Information that is not expressed explicitly, which influences the interpretation of words by those who are "in the know" differently than those who are outsiders.
community	A group of actively interacting individuals, or groups of individuals. Applied to people, membership in a community may be an important part of identity (i.e. research community, residential community, project community). Applied to multiple species, the community in a given location may be an interaction of historical processes and the adaptations of each species (e.g. early succession, transition, late succession communities).
community-based	Members of a community offer goods and services to people from outside the community. The nuances associated with this term may vary, as in a positive sense where the community actually controls the exchange in a collaborative manner. In a negative sense, activities may be coordinated with meeting the triple bottom line: social equity, ecological sustainability and financial resilience.

conservation challenges	A positive spin on the problems that get in the way of implementing idealized solutions that may follow logically from theory, but are constrained by specific conditions (local, regional or outside the region).
coordination	Refers to situations where the actions of individuals do not interfere with each other (i.e. in time or space), although each is acting from his/her own perspective without necessarily listening to the perspectives of others. Often contrasted with "collaboration", because it is associated with the nuance that individuals may not be considering mutual benefits of collaboration in the ideal sense.
cross-cultural	Interaction or exchange of information between cultural groups, who are self-defined as having more similarities of life experience within the group than between groups.
cultural diversity	Groups of people who have a self-defined sense of identity distinct from each other group. Refers to the variety of dimensions perceived as "different".
cultural lens	A loose analogy to cognitive processes that both focus and filter information as a result of personal life experience.
cultural model	The cognitive structures and associations used by a group of people to talk about a particular topic. This may be illustrated in a general framework of: (1) shared vision, (2) values, (3) perception of utility, (4) perceived risks, and (5) tool-kit of options for addressing risks and protecting valued uses of items.
cultural-model approach	A way of making explicit the tacit understanding of a group of people, so that it can be communicated to people outside the group. The meaning is in a deeper sense of how to go about understanding not just the values and beliefs, but how this influences peoples choice of behavior. It is used to clarify the cognitive structures that may influencing attempts to bridge communication gaps resulting from diverse life experience.
dialogue	Exchange of information, characterized by listening to what the other person is saying. Often contrasted with "monologue" in which one person talks on and on without allowing any other person to speak.
discussion	This term is used in several ways. In the context of scientific publication, a discussion is a monologue about interpretation of the facts. It is characterized by synthesizing information from other sources to reach an understanding of what is specific to the study and what may be generalization to similar situations in different contexts. In the context of a workshop or BLOG, a discussion means the exchange of information among individuals in the process of exploring how there may be multiple ways of interpreting a set of facts. In web-based "elearning", the "discussion tool" is used for dialogue about given "topics" organized within "categories". The "thread" of a discussion is a record of the sequential statements posted by participants. Threads may vary in the degree to which they are monologues vs. dialogues. One dimension of a valuable discussion is the degree to which participants "pass the ball", e.g. an analogy to teamwork in soccer being better than one individual "hogging the ball".

distance education (also e-learning)	The student uses materials and procedures provided by the instructor to complete a series of learning exercises. The student and professor may not be physically in the same location, although they may meet simultaneously in an on-line chat room, communicate by email, or exchange information sequentially.
enhance	To improve the value of a pre-existing item, without taking away from what already exists. This recognizes that the starting conditions may vary. It is a positive way of stating that there is always room for improvement.
ethical dimensions	Refers to the values of what are considered acceptable and not acceptable by a particular cultural group. This is used to refer to the ethics of research. For example, the dimensions used by scientists to measure what is acceptable (i.e. placebos in a "blind- use" research design) may differ from the dimensions used by the community that is the subject of the research (i.e. right to be informed about medication). The ethical dimensions of conservation projects often include the triple bottom-line: social equity, ecological sustainability, and financial viability.
ethical responsibilities	Refers to the social contract "do no harm". In a practical sense, this translates into recognition that multiple dimensions should be considered in the design and practice of research with subjects (human and non- human).
explicit knowledge	Communication of information between individuals or members of different cultural groups, in a way that can be overtly and directly discussed.
facilitate	To encourage, or control the social and physical environment in a manner that encourages desired behavior. For example, breaking out into small group discussions in a workshop is a way of stimulating dialogue. However, if individuals choose not to participate, it is no guarantee that dialogue will occur.
frame the problem	The context in which an issue is presented. For example, a problem will have been reframed in the mind of a participant who comments "I never would have thought of it that way".
grounding	The manner in which a theory or abstract concept is associated with "on the ground" or "real world" experience. For example, a lesson-learned may be grounded in a particular case study, yet not have relevance for a different case. Also, theory may be too broad, general, or idealistic to be associated with the grounded experience of participants.
large group discussion	In a workshop, a moderator facilitates communication and dialogue among all workshop participants. For example, a typical procedure is to pose a question, let representatives from each small group express an overview of insights from their group dialogue, invite comments and questions, then open up the floor to spontaneous exchange of perspectives. In a guided discussion, individuals indicate they wish to speak (i.e. raise the hand, wait in line behind a microphone) and then are given a limited amount of time to express their thoughts. One dimension for the success of a large group discussion is the number of different people who add to the dialogue.

learning community	A group of people with the explicit goal of sharing information about a given topic, such that each learns within the social context of the group.
lessons learned	A positive way of referring to the problems or challenges that arose during a project. This implies a sense of general insight that may apply to other situations.
norms	In human dimensions research, the norms are the expectations that the group voices to change the behavior of individuals, presumable to enforce conformity to be inline with the values that define membership or exclusion from the group.
peer review	Refers to the procedure of positive, constructive critique provided by a person of similar social stature, with the intent of aiding an author to strengthen a piece of work.
personal life experience	Refers to the accumulated set of activities and consequences that each individual has experienced. Generally recognized that heritable aspects of individual temperaments interact with learned coping styles and may filter information learned from experiences. Thus no two individuals have exactly the same life experience. However, to the degree that life experiences are shared between two individuals, they may discover commonalities that lead them to feel they are part of the same (or different) cultural group.
perspectives	Viewpoints of individuals may differ, associated with many factors (e.g. life experience, information, world view, cultural model, cognitive filters. The perspectives of individuals may shift as they participate in social learning activities and are engaged in collaborative learning communities. This flexible characteristic of viewpoints is contrasted with the relatively fixed nature of worldviews and cultural models, which may be more resistant to change.
portfolio	A set of defined objects. The term is used not only to refer to an "art portfolio". It also is applied to conservation projects, or in this context, case studies. The nuance is that creating case studies is a process in some ways similar to a work of art.
research ethics	Values of what is culturally considered good and bad behavior in the context of conducting research. For example, it would be unethical to use the individual information obtained during an interview to do something that would cause harm to that individual.
shared life experiences	Refers to the similarities in life experiences. For example, a workshop would be a shared experience for participants. Each might have different perspectives influencing their interpretations of dialogue during the workshop, however all were in the room at the same time.

small group discussion activity	A workshop procedure in which a facilitator encourages participants to break into small groups, usually 4-6 individuals. This is intended to encourage individuals to talk about their perspectives in a context that might not be as inhibiting as a large group. The small groups may be formed to encourage people with similar perspectives to connect with like-minded people, or the groups may be formed to mix people of different perspectives such that they discover the diversity of tacit understandings.
social learning	People learn from each other in a social context, acquiring information not likely to learn alone without exposure to the social context of communication in a group.
stakeholder	A person who perceives themselves as affected by a given problem or proposed action.
summarize highlights	A process of communication used in workshops, such that a representative present in each small group discussion presents an overview, speaking to all the people in the workshop. This technique is used to stimulate dialogue about diversity of perspectives within a large group, as each small group may come up with different insights due to their diverse life experiences.
tacit understanding	The information that two people do not make explicit when they communicate, because it is obvious to them that each other already knows and understands. This is what defines boundaries between cultural groups. Those within the group already know what has to be explained to outsiders.
tool-kit of options	A list of solutions that have been suggested as options for addressing a particular problem or set of problems.
triple bottom line	Refers to the dimensions used to assess project success: social equity, ecological sustainability, financial viability.
values	In human dimensions research, values are the "good" or "bad" associated with a statement. Often considered to become crystallized before 10 years of age, values are considered relatively resistant to change as a result of public information. A powerful life experience resulting in a change in values is said to be "transformative". A sense of values are reinforced by social learning, self identity and social group identity.
workshop	Individuals meet and engage in a variety of activities that can be better done together than alone (e.g. dialogue about multimedia presentations, small group dialogue about social learning activities and large group discussion to identify and clarify communication gaps
world view	The way that individuals put together information in their own minds, to make sense about how the world works in a general sense. This term refers to cognitive structures that once crystallized may be resistant to change and function as filters to interpretation of incoming information (e.g. new environmental paradigm, utilitarianism).