**IST Conference 2002**  
**IUB School of Education**  
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<tr>
<th>Title</th>
<th>Personal Relationship Development (PRD) Theory. A Practical Application</th>
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<tr>
<td>Type of Submission</td>
<td>Paper: Instructional Theory [still in development]</td>
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| Time for Presentation  | 45 minutes                                                            |
| Relevance to the field of IST | It is my intent to propose an instructional theory that systemically and systematically provides self-directed learners with tools and structures that support their efforts as they struggle and journey toward developing healthy patterns of communication in their personal relationships. In my personal, academic and professional experience I have seen an imminent need to design an instructional theory that addresses this aspect of human performance.  
                        This theory of instruction is the result of a semester-long work in Dr. Reigeluth’s R626 course: Instructional Strategies and Tactics (grade A, Fall 2001). |
ABSTRACT

Personal Relationship Development (PRD) Theory (Pascoe, 2001) was created in an effort to design a systemic and systematic tool that supports self-directed learners in developing personal relationships. Its objective is to assist self-directed learners in their journey to improve their performance, participation and expectations in their meaningful relationships.

PRD theory is the synthesis of a number of instructional theories. In order to understand how it functions and its implications, one must first identify the knowledge base that supports its structure. Among the instructional theories from which this theory stems are:

- Self-Directed Learners (Robotham, 1995; Lowry 1989; Grow, 1991; Garrison, 1997)
- Self-Efficacy (Bandura, 1986; Pajares, 2001)
- Cognition & Understanding (Reigeluth & Moore, 1999; Gardner, 1999; Perkins & Unger, 1999)
- Learning Environments (Corno & Randi, 1999; Kovalik, 1999; Jonassen, 1999)
- Physical & Affective Learning (Romiszowski, 1999; Martin & Reigeluth, 1999; Goleman, 1995)

PRD theory provides an inductive approach (from real situation to theory) to structuring, analyzing and successfully learning to establish healthy patterns of communication in meaningful relationships. Its scope precludes it from being clinical or scientific in its approach or content. PRD theory gives attention to the possibility of entering and developing relationships from a Constructivist stand point in which all involved parties purposefully contribute to the construction of schemata resulting in a constantly novel, authentic and self-renewing relationship.

PRD theory consists of learning methods. There are six methods and a total of fifteen sub-methods. Each sub-method includes a suggested application that could guide learning efforts of self-directed learners. One part of the theory (Implementing New Research Modes: Self-Inventories) has been identified as the focus of discussion in this conference. The audience will be able to explore through the lens of self-inventories their own personality preferences and the impact on their meaningful relationships.

NOTE:
The following documents are only an overview of my theory, which is a document still in development. Even though my PRD theory is finished, I am still revising its language and overall structure. I will submit a document of the presentation at a later time (+Power Point slides). Sari M. Pascoe.
THEORY OVERVIEW

**Goal and Preconditions.** The primary goal of Personal Relationship Development (PRD) Theory is to assist Self Directed Learners (SDLs) in learning to establish, develop and nurture healthy patterns of communication in long-lasting, meaningful personal relationships. The objective is for SDLs to take responsibility for structuring their learning process. For example, setting expectations, designing assessment, facilitating practice and feedback opportunities, transferring performance skills into new situations, and evaluating their performance. PRD theory is specifically designed for young adults entering long-lasting, meaningful relationships and independent adults who are partner(s)s in personal relationships. A secondary audience could include families, counselors and advisors (e.g. ministers), classroom teachers/professors.

**Principles and Values.** Some of the principles and values upon which PRD theory is based include:
- People learn at different rates
- Different instructional methods are needed in different learning situations
- Personal Motivation should be the driver for learning and sustainability efforts
- SDL careful selection of learning topics should facilitate understanding and transference of knowledge into new situations

**Methods.** The major methods offered by PRD theory are (see figure 1):
Constructing the Environment
- Exploring and creating a Contract of performance
- Considering Investment
Eliciting Exploration
- Implementing new Research modes
- Providing safe space for new Experience
Cognitive: Applying Understanding
- Developing Reflection skills
- Creating Collaboration partner(s)hips
- Transferring and Automatizing performance skills
Affective: Identifying Alternatives
- Recognizing Needs, Wants and Compromises
- Implementing possible Alternatives
Motor: Assisting Practice
- Practicing new performance skills
- Enabling Feedback opportunities
- Appraising Motivation
Facilitating Evaluation
- Giving Closure to a stage
- Assessing areas of Growth (individual and in the relationship)
- Discovering Next Steps

**Major Contributions.** PRD theory provides an inductive approach (from real situation to theory) to structuring, analyzing and successfully learning to establish patterns of communication in meaningful relationships. It is a constructivist approach to relational development.
Figure 1

**GOALS**

Constructing the Environment

Creating a *Contract of performance*:
Establishing safe environments of communication and participation by each member in the relationship; reaching common agreements

Considering *Investment*:
Appraising levels of individual and relational investment and motivation

**MEANS**

Eliciting Exploration

Implementing new *Research modes*:
Conducting self-inventories (e.g. MBTI) and identifying priorities and individual characteristics

Providing safe space for new *Experience*:
Creating ample opportunities to experiment individual and shared performance in the relationship

**COGNITIVE LEARNING**

Applying Understanding

Developing *Reflection skills*:
Conducting self-assessment; knowing when to ask for help (e.g. counseling)

Creating *Collaboration partner(s)*:
Seeking support from experts, mentors, literature and/or friends

*Transferring and Automatizing performance skills*:
Developing abilities to apply learning to new situations

**AFFECTIVE LEARNING**

Identifying Alternatives

Recognizing *Needs, Wants and Compromises*:
Identifying individual and relational orientations and collaboration

Implementing possible *Alternatives*:
Suggesting, displaying and understanding different approaches to addressing needs, wants, and compromises in the relationship

**MOTOR LEARNING**

Assisting Practice

*Practicing new performance skills*:
Having ample opportunities to apply new knowledge

Enabling *Feedback opportunities*:
Having ample opportunity to experience success or interpret and analyze failure

**CLOSURE**

Facilitating Evaluation

*Giving Closure to a Stage*:
Developing the ability to recognize the end of a growth, comfort, or faulty stage/situation

Assessing areas of *Growth*:
Creating consistent and systemic environments to give and receive feedback about accomplishments

Discovering *Next Steps*:
Identifying new challenges and establishing a vision for next steps in the relationship