The purpose of this seminar is to provide a vehicle for graduate students to expand your personal theory of instruction—that is, to deepen your understanding of when and how to apply the instructional strategies and tactics that you believe will best facilitate learning.

Part One of the seminar will focus on articulating your current personal theory of instruction, which includes deepening your understanding of what is a theory of instruction. We will look at basic methods that might be considered “essential elements” for learning. They clearly vary depending on the kind of learning, such as learning to apply skills, develop understandings, remember information, and use higher-order thinking skills. We will also look at basic sequencing strategies and basic approaches to instruction that characterize an “industrial age” approach to instruction. Tools for this will include readings, small-group discussions, peer feedback, and writing up revisions/elaborations of your personal theory.

Part Two of the seminar will focus on your developing a new personal theory of instruction within an information-age paradigm of education and training. This new paradigm is emerging in schools, businesses, and other settings across the country. It is a paradigm that emphasizes customization (learner-centered) rather than standardization (teacher-centered) and learner empowerment rather than teacher control, as well as other new features. This new paradigm is emerging in response to powerful societal and technological changes, and it will greatly influence the lives of all who work in education or training.

The development of your new personal theory will entail your:

11. understanding what this new paradigm is and why it is important,
12. identifying the situation in which you will use your personal theory,
13. clarifying the values about learning and instruction you would like your theory to exhibit,
14. identifying methods most appropriate for your situation and values, and
15. identifying any conditions that may call for your methods to vary across the range of situations in which you will use your personal theory.

This project-based approach to learning will help you to elaborate your new personal theory of instruction in stages.

To support the development of your personal theory, we will look at instructional theories within this new paradigm, the diversity of methods they offer, and the conditions under which each may be most advantageous to use. This will include newer methods for sequencing and newer approaches to instruction. Tools for this will also include readings, mini-lectures, small-group discussions, large-group discussions, peer feedback, and writing up revisions/elaborations of your personal theory.

The seminar will practice the new paradigm of learner-centered and learner-directed instruction/inquiry. A combination of peer and self evaluations will be used to determine your grade.

Readings:
Reigeluth, Scope and Sequence, Chapters 1-3 (available on SSF)
Van Merrienboer, Training Complex Cognitive Skills.
R626 Schedule

Part 1. Explicate your current personal theory of instruction.

1. Sep 4
Before class   Enjoy your last few days of freedom  8-)
During class  About the seminar; Self-directed, peer-assisted learning; Introductions, focus areas; Definition and examples of methods of instruction; **Outline your methods** (individually); Discuss your methods in groups of 3; Discuss using SSF.

2. Sep 11
Before class  **Post** to your folder on SSF: 1) one **paragraph** of information about yourself; 2) one **paragraph** on your teaching experience and past focus area (as a discussion topic), 3) an **outline** (1-2 pages) of your methods of instruction (as an attached MS Word file), and 4) a **journal** (one paragraph) of process issues you encountered while trying to explicate your personal theory.
Read: Journals of last year’s students (see week 1 on SSF)
Aronson & Briggs (Green Book I, Ch. 4, on electronic reserve)
Reigeluth, Modules 1-2 ([www.indiana.edu/~idtheory/methods/methods.html](http://www.indiana.edu/~idtheory/methods/methods.html))
Internalize Module 2 by taking its tutorial.
Green Book II, Ch. 1, pp. 5-15.
Do the MCO tutorial
Think about **Gagné’s theory** and what it might contribute to explicating your personal theory.

During class  Discuss and instantiate **Gagné’s theory**. Discuss **Modules 1-2**. Develop criteria for feedback on your theories. Discuss Chapter 1 and how to elaborate **methods** of instruction, and discuss the role of **conditions** in elaborating methods. Apply the **components** of instructional theories to Schank’s theory.

3. Sep 18
Before class  Elaborate your **outline** of your methods, but you do not need to post them yet. Understand the **components** of instructional theories, and apply them to elaborating your theory.
Read: Reigeluth Modules 3-4 (after elaborating your methods).
Internalize Modules 3-4 by doing their tutorials.
Green Book I, Chapter 1 (on electronic reserve)

During class  Discuss **Modules 3-4**. Understand and apply the **three patterns** of instructional theory. Discuss **Chapter 1** and instructional **values**.

4. Sep 25
Before class  **Elaborate** your current methods of instruction, adding situationalities where appropriate. Then review your theory to identify **values** that underlie it.
Post your theory and values by 9/23 to your SSF folder (as an MS Word file in a new discussion topic). Put a reflection section at the end that identifies holes in your theory you want to fill and major changes you want to make in the future.
Read: Reigeluth, Modules 5-6.
Internalize Modules 5-6 by taking their tutorials.
Your group mates’ theories and values.

During class  Discuss **Modules 5-6**. Discuss your **theories** and **values** in your feedback groups.
5. Oct 2
Before class  Revise your methods and values of instruction, and elaborate them, adding situationalities where appropriate, and post this final version to your folder on SSF.
Read: Reigeluth, Scope & Sequence, Chs. 1-3 to p. 3.10
During class  Discuss Scope & Sequence, Chapters 1-3, instantiate hierarchical and procedural sequences. Basic vs. variable methods. Evaluate your group process.

Part 2. Develop a personal theory for the new paradigm of instructional theory.

6. Oct 9
Before class  Provide written feedback on your teammates’ theories on SSF, using your criteria.
Read:  Green Book II, Chs. 1 & 3, and all forewords.
       Reigeluth, New Paradigm of ISD;  Merrill, First Principles
       McCombs/APA, Learner Centered Psychological Principles
       Van Merrienboer, Chs. 1-2.
During class  Discuss the nature of the new paradigm. Discuss implications for the old paradigm.
               Discuss all forewords. Discuss Learner-Centered Principles and Van Merrienboer.

7. Oct 16
Before class  Post to your folder on SSF: A reminder (one sentence) of your focus area for after you graduate, and a list (1/2 page) of the values you would like your instruction to exhibit in the future (as a discussion topic).
Read:  Skim Green Book II, chs 4-7, and evaluate for relevance to your theory. Just study the 2 or 3 chapters most relevant to your new theory.
During class  Discuss chs 4-7. Discuss your values in (new?) feedback groups of 3.

8. Oct 23  AECT
Before class  Revise your values based on last week’s discussions. Begin outlining your methods.
Read:  Skim Green Book II, chs 8-13, and evaluate for relevance to your theory. Just study the 2 or 3 chapters most relevant to your new theory.
During class  Discuss your values and methods in your feedback groups. Discuss chs 8-13.
               Instantiate?

9. Oct 30
Before class  Elaborate your methods. Consider situationalities.
Read:  Skim Green Book II, chs 14-19, and evaluate for relevance to your theory.
       Just study the 2 or 3 chapters most relevant to your new theory.
During class  Discuss chs 14-19. Instantiate?

10. Nov 6
Before class  Further develop your theory and post it to your folder on SSF.
Read:  Skim Green Book II, chs 20-25, and evaluate for relevance to your theory. Just study the 2 or 3 chapters most relevant to your new theory.
During class  Discuss your methods in your feedback groups. Discuss chs 20-25. Instantiate?
11. Nov 13
Before class  Provide written feedback on all your group mates’ theories on SSF. Further develop your theory.
Read: Van Merrienboer, chs 3-5 (skim), 6, 10.
During class  Discuss Van Merrienboer: Study questions.

12. Nov 20
Before class  Further develop your theory.
Read: Van Merrienboer, chs 11, 14-16.
During class  Discuss Van Merrienboer. Instantiate?

13. Dec 4
Before class  Prepare your last outline of your theory for this seminar and post it on SSF.
Read: Nothing!!! 8-)
During class  Discuss your changes in groups of 3-4.

14. Dec 11
Before class  Finish your prose description of your theory.
Read: Nothing!!! 8-)
During class  Present your complete theory to the class, with handout (half of class presents)

15. Dec 18
Before class  Provide feedback to your group mates on the quality of their writing. Provide peer evaluations to your group mates and self evaluation for yourself.
During class  Present your complete theory to the class, with handout (other half of class presents)