

Staging the Final Countdown:

Citation for published version (APA):

Radulova, E. (2016). *Staging the Final Countdown: how the 'whole-task' approach to instructional design can be applied in training MA students*. 10th ECPR General Conference, Prague, Czech Republic.

Document status and date:

Published: 01/09/2016

Document Version:

Other version

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

www.umlib.nl/taverne-license

Take down policy

If you believe that this document breaches copyright please contact us at:

repository@maastrichtuniversity.nl

providing details and we will investigate your claim.



Maastricht University

*Leading
in Learning!*

Staging the final countdown:

how the 'whole-task' approach to instructional design can be applied in training MA students for the drafting of the final thesis

Elissaveta Radulova, Maastricht University

ECPR General Conference, Prague 2016

Background and didactic scenario

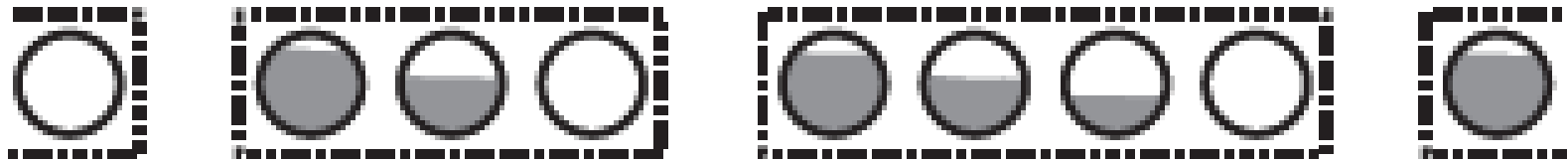
- 30-week long training in drafting the research design for the final MA thesis
- Heterogeneous cohorts of students
- Complex learning involving the integration of knowledge, skills and attitude-formation
- Psychological distress and cognitive overload

The whole-task approach (Marienboer et al., 2003)

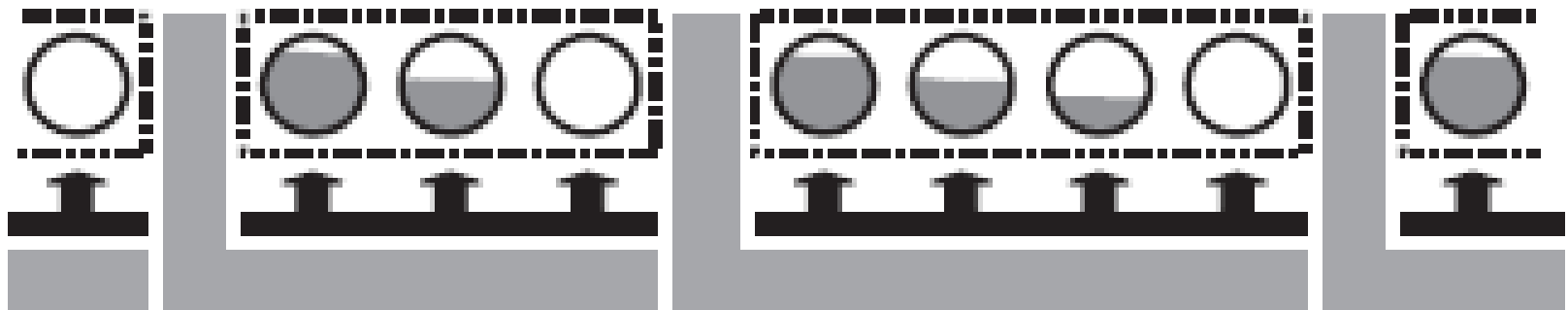
- Based on authentic (real-life) learning tasks
- Training always in the context of the whole task as opposed to the 'brick-by-brick' approach (i.e. integral learning)
- Scaffolding the task complexity and the requirements toward the submitted deliverables
- Just-in-time (tailored) instruction

The whole-task approach (Marienboer et al., 2003)

A. Scaffolding whole-task practice



B. Just-in-time information presentation



Blueprint of the training course

- Four stages and nine deliverables

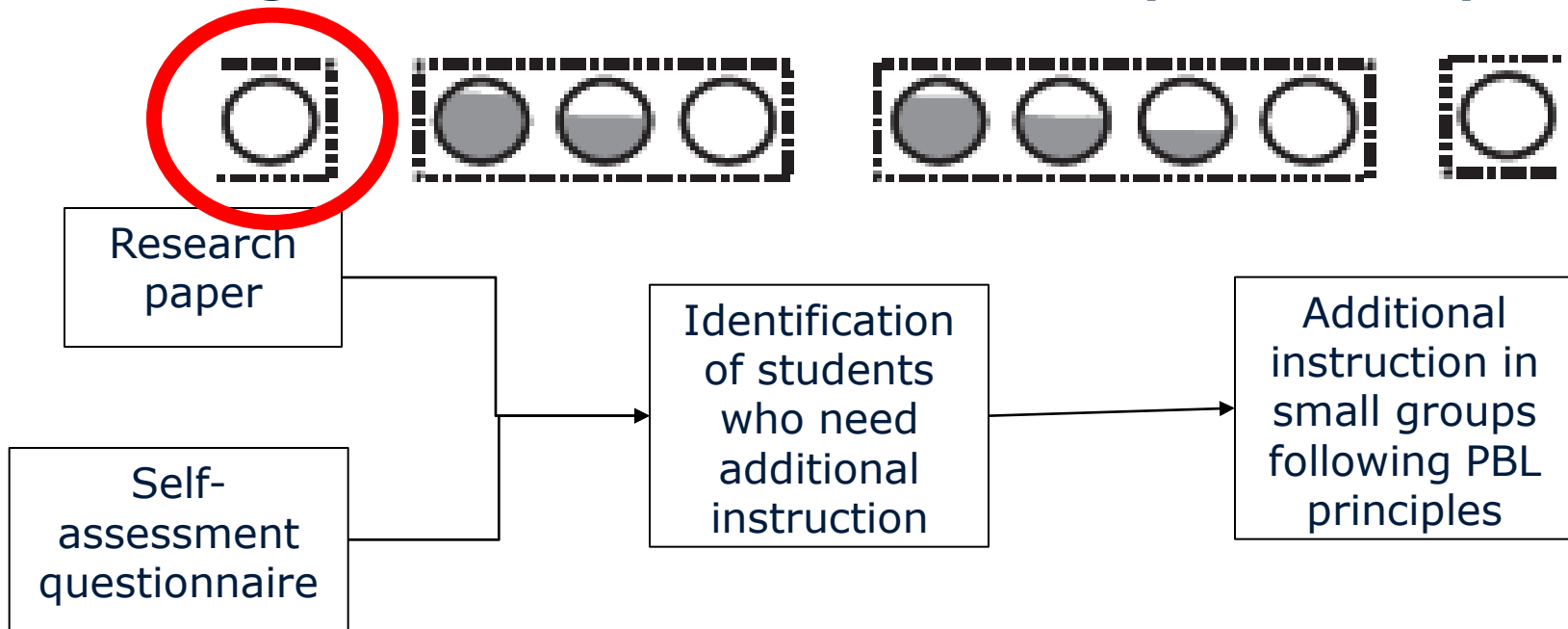


- Staged and coupled to deliverables instruction



Blueprint of the training course

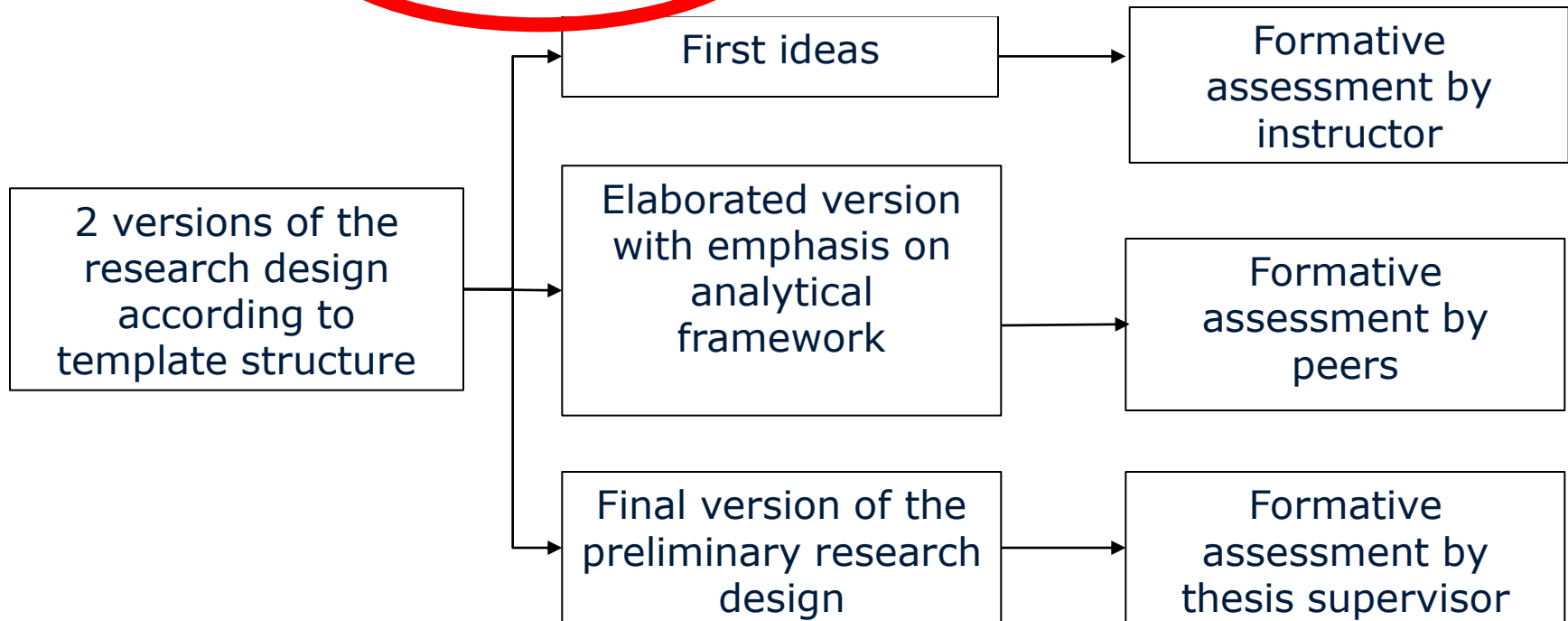
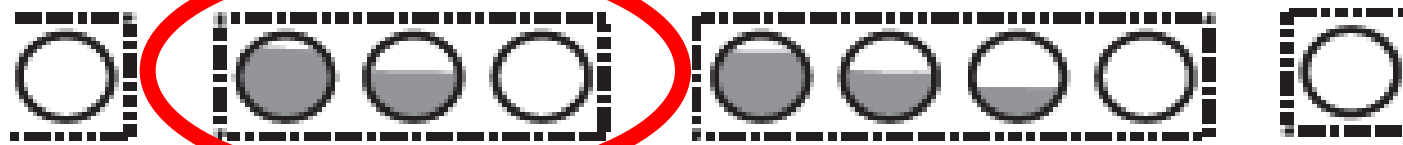
- Stage 1 -> one deliverable (8 weeks)



In Stage 1 only instruction about standards of academic work and academic writing

Blueprint of the training course

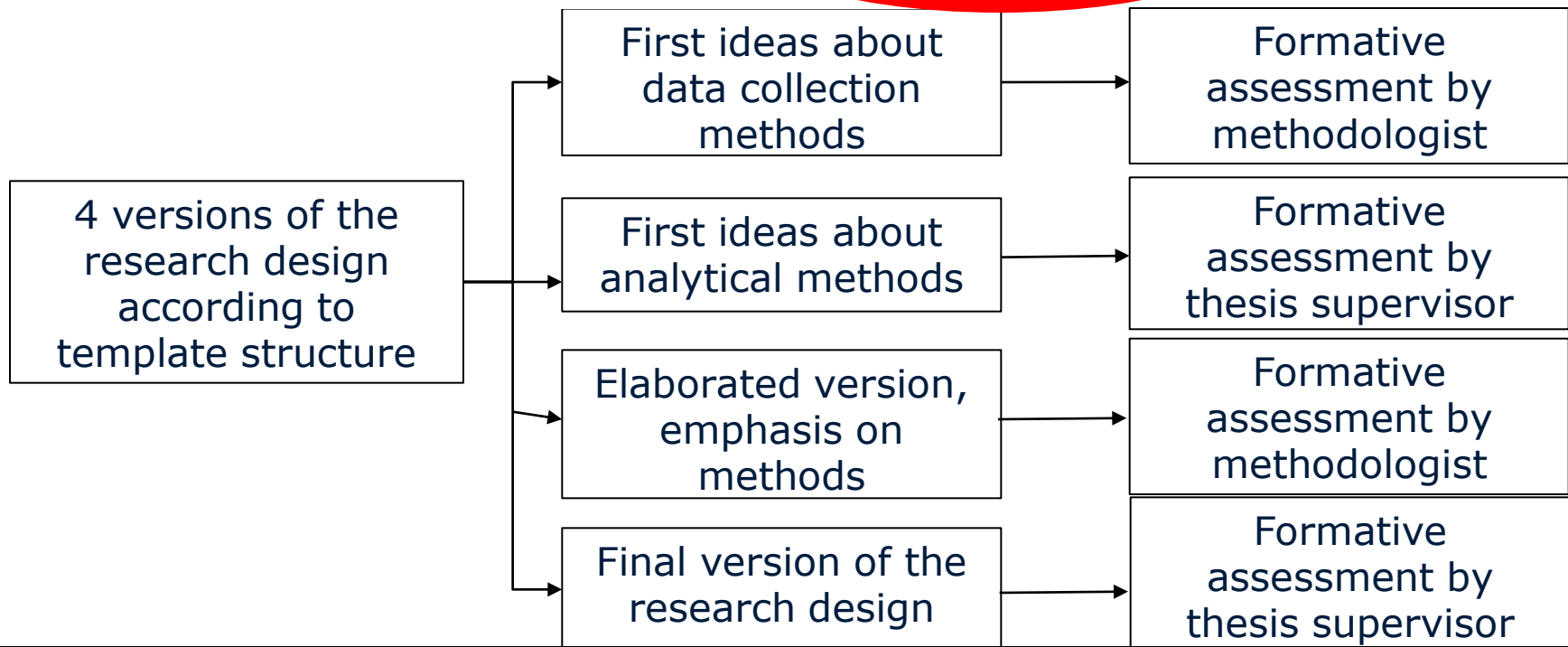
- Stage 2 -> three deliverables (8 weeks)



In Stage 2 instruction about research design

Blueprint of the training course

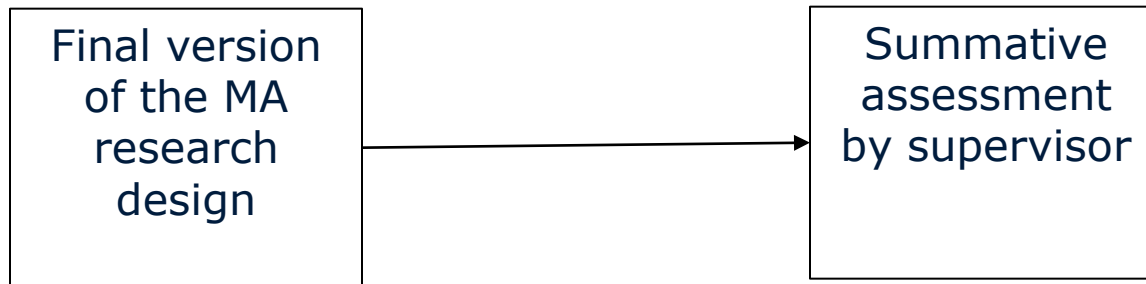
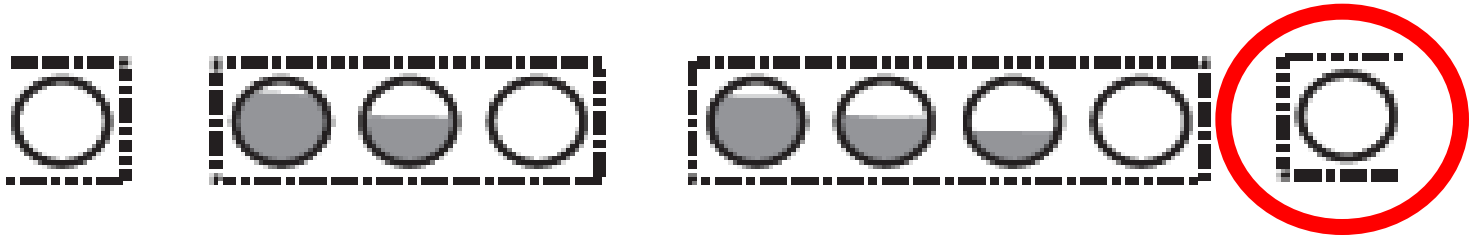
- Stage 3 -> four deliverables (12 weeks)



In Stage 3 instruction about research methods for data collection and analysis

Blueprint of the training course

- Stage 4 -> final deliverable (2 weeks)



In Stage 4 only individual instruction upon request

Advantages of this instruction design

- Tailored to the needs of the respective cohort
- Tackles heterogeneity by just-in-time and customised instruction
- Scaffolding alleviates cognitive overload and psychological distress
- Feedback: diverse moments and sources
- Integral learning working on knowledge, skills and attitudes simultaneously



Thank you for your attention!