

# Designing a professional development program with 4C/ID

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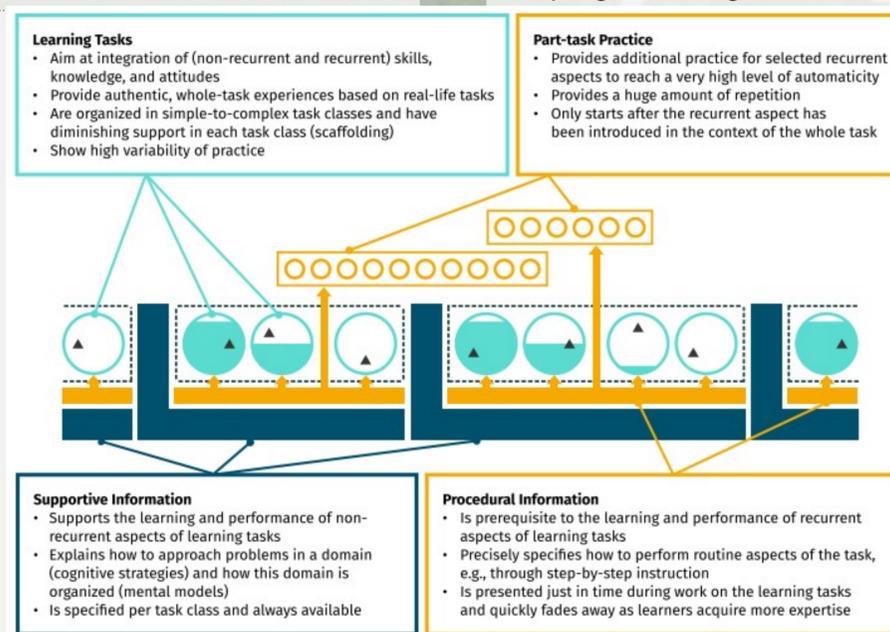
**Abstract:** This poster is an introduction to the 4-component instructional design model and the research I am conducting using the model.

## Introduction

Professional development (PD) of teachers' teaching skills and, as is the case with university staff, research skills is mandated by MEXT in the former and expected by each institution in the latter cases. Designing a professional development program for university teachers is a difficult task that has traditionally been approached via administration of common types of activities such as workshops and lectures (Suzuki, 2013). This approach has 2 major flaws: 1) it contradicts the theory of both what is deemed to be effective PD and effective learning, and 2) the general-purpose activities offered as PD in themselves lack a sound pedagogical foundation, relying solely on the format of the said activity to produce desired learning effects (Steinert et al, 2016; Garet et al, 2001).

## Current project

The aim of this project is to design a professional development program for early-career university English teachers to help them attain the necessary skills as young researchers. The design of the PD program is governed by the 4-component instructional design (4C/ID) model, which has seen widespread use in northern Europe and has proven to be an effective model for designing learning interventions for complex skills. The model has not yet been widely used as a template for training outside undergraduate and graduate courses, hence, this project explores how the model can be applied in a culturally and structurally novel context. The end goal of this project is a comprehensive evaluation of the design and the learning outcomes of the PD program designed based on 4C/ID.



## 4C/ID model

The model consists of the following 4 components:

- Learning tasks
- Supportive information
- Procedural information
- Part-task practice

Each component is governed by a set of design principles that need to be followed in order to design a learning intervention true to the model. While it helps to know and understand the principles, the lack of knowledge of thereof can be compensated by following recommended steps of the design process.

## Design process

The most well-known design manual for 4C/ID consists of 10 steps centered around the 4 main components (Van Merriënboer and Kirschner, 2017). Each step is presented alongside the key principles and concepts underlying them. Alternative design manuals, such as the one currently being developed by the author of this presentation, are being developed. Their goal is to simplify the design process even further compared to the original 10 step manual, thus making a more practical guide suitable for use by individual practitioners without requiring a large time investment into learning the intricacies of the model.

## Current status

The project has entered the phase of formative evaluation of the instructional materials. Currently, participants are being recruited to participate in one-to-one content evaluation procedures with the goal to improve the materials. This will be followed by small group evaluations and field tests in the coming months.

## References

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