

**Cognition and Multimedia Design  
for Complex Learning**

*Inaugural Address*

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by  
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*Chair of the Board of Professors,  
Dear family, friends and colleagues,*

*Ladies and gentleman,*

## **Introduction**

Fifteen years ago, in 1984, I first became active in the field of education and Instructional Design. This was not because I had any affinity with this field. I mainly associated it with my own, rather dull years in school that seemed to imply that educational research was also not very inspiring. By that time, not long after my graduation in cognitive psychology, or more precisely psychophysiology, I would have preferred to continue with experimental psychological research in a laboratory setting. But my one-year contract ended and this was a possibility to start as a Ph.D. student and work on my dissertation. So, I moved from Amsterdam to the Faculty of Educational Science and Technology at the University of Twente.

This new faculty focused its research on Educational Technology and Instructional Design. The first book I read on this topic was “Instructional design theories and models: An overview of their current status”, edited by Charles Reigeluth in 1983. On the one hand, this was an inspiring book because many of the Instructional Design models discussed in it referred to cognitive-psychological theories and principles I was familiar with. Maybe, there was something for me in this particular field after all! But on the other hand, this book became a major source of frustration. My dissertation was on the design of training for computer programming, and I found none of the models discussed in this book of much help for this task. I have tried them all.

After finishing my dissertation, I continued my research on training design for complex cognitive skills, such as software engineering, troubleshooting engineered systems, policy analysis based on simulation models, and others. And I became fascinated with instructional design for complex learning. Originally, my major sources of inspiration were theories of complex cognition, such as Rumelhart and Norman’s schema model for declarative learning (1978), Anderson’s ACT-model for skill acquisition (1983), and Lesgold’s model for acquiring expertise (1984). But with the upsurge of constructivist approaches to learning (e.g., Duffy & Jonassen, 1992), the field of Instructional Design also became interested in complex cognition and complex learning. And over the last few years, I think we are finally making progress with Instructional Design models for complex learning.

I started my work at the Open University of the Netherlands about nine months ago. The Open University had just adopted a new educational model (memorandum u98/8282 RKP) which is sometimes referred to as “third generation distance education” and can be briefly characterized in three catchwords:

- competency-based learning
- multimedia learning environments
- performance-based assessments

In the future, students at the Open University will thus develop competencies in their domain of study in rich, multimedia learning environments where assessments will be based on their complex performances (Kirschner, van Vilsteren, Hummel, & Wigman, 1996). It is difficult to define the concept “competency”, but there is a clear resemblance between the development of competencies and my main interest, namely, learning complex cognitive skills. And because my earlier research involved computer-based training systems and feedback strategies for complex cognitive skills, there were also some points of departure for the other two aspects. This offered excellent opportunities for setting up a research program that both builds on previous research and is directly relevant for realizing the new educational model of the Open University.

My goals of this address are threefold. First, I want to outline a research program for the next five years. The program has three themes: (1) design of tasks for complex learning to occur, (2) delivery of instruction in multimedia learning environments, and (3) diagnosing learner progress. Second, I want to make a strong argument for Instructional Design as a combined field of Research and Technology Development (RTD) on the one hand, and applied development projects on the other hand in order to sustain deep innovation in education. And third, as I go along with this address, I will present my “10 commandments” for Instructional Design:

*10 Commandments for Instructional Design*

1. Unite the World of Knowledge and the World of Work in Learning
2. Build Learner Support that Works
3. Promote the Development of Higher Order Skills
4. Develop Web-based Instruction that Makes a Difference
5. Defeat the Transfer Paradox
6. Make Students Work Together
7. Provide Meaningful Feedback
8. Use Tests for Complex Performances
9. Assure the Quality of Competency-based Learning
10. Create a Discipline of Instructional Design that Supports Deep Innovation

Before I can reach my three goals, the relationship between complex cognition and competency-based learning needs to be discussed. This brings me to the structure of this address:

*Structure of the address*

1. Complex Cognition and Competency-based Learning
2. Design of Tasks for Complex Learning
3. Delivery in Multimedia Learning Environments
4. Diagnosis of Learner Progress
5. Deep Innovation and the Two Faces of Instructional Design

## **Complex Cognition and Competency-based Learning**

Complex cognition is best reflected in the ability to recognize new problems and to find creative solutions for solving them. It should thus be clear that complex cognition is not restricted to highly educated professionals; on the contrary, complex cognition is found among everyone – maybe even especially children. If people show complex cognition in a particular domain or profession, we often call them competent in that particular domain. According to Keen (1992), competent performance refers to the ability to:

- deal with non-routine and abstract work processes
- handle decisions and responsibilities
- operate in ill-defined and ever-changing environments
- operate within expanding geographical and time horizons
- understand dynamic systems
- work in groups

This list is probably not exhaustive. Its elements are important features of so-called competencies – and due to technological and societal developments these things become more and more important in work settings. It should further be clear that these are *characteristics* of competencies, but not competencies themselves. Competencies are always bound to a particular domain or profession. They are, in fact, a mix of complex cognitive skills, interpersonal skills, and attitudes that allow someone to show competent behavior in a particular domain or profession. Simply said, competency-based learning aims at the development of such competencies. In order to design such education, we should develop a view on how competencies are represented in the human mind.

One perspective is that the ability to exhibit competent behavior in a particular domain depends upon the availability of a highly integrated network of complex cognitive and interpersonal skills, attitudes, and

subordinate knowledge structures. Or, to use a popular term, a mental model that allows one to understand problems in a domain from different points of view and to act effectively in that domain according to the most promising perspective. A key aspect of competent behavior is the ability to coordinate the constituent skills involved, and to continuously use knowledge in order to recombine skills and attitudes in such a way that they are most helpful to dealing with a new situation. This is in line with Meaning Theory (Bartlett, 1932), in which creativity and problem solving are related to the ability to (mentally) restructure given situations in such a way that solutions can be tried, compared and (sometimes) found through combining the new situation with existing schemata in memory.

This view presents designers of instruction with a serious challenge. Nearly all theories that exist for the design of instruction apply some version of Gagné's *Conditions of Learning* (4th ed., 1985), stating that the optimal conditions for learning depend on the goal of the learning process. For example, repetition is a good condition for learning a simple motor skill, but not for learning problem solving; and modeling is a good condition for learning strategic approaches to problem solving, but not for learning plain facts. These theories assume that one can describe a subject matter domain in terms of learning goals, and can then develop instruction for each of the learning goals – taking the optimal conditions of learning for each goal into account. This may work well for a domain that is characterized by independent learning goals, but certainly not for developing competencies that are characterized by highly integrated, complex sets of learning goals.

Thus, we need a new view on the design of instruction. We should acknowledge that lists of independent learning goals can never form the basis for competency-based learning. It might not even be a good idea to provide specific learning goals to students, because they will then focus on attaining each of the distinct learning goals and not on the coordination and integration of skills, knowledge and attitudes involved. Focusing learning on specific goals may hamper transfer of learning, as found in a recent study on the transfer of one computer programming language to another language (Schuurman, van Merriënboer, Kingma, & Houweling, submitted). Instead, the starting point for competency-based learning must on the one hand be a highly integrated network of learning goals that stresses the *relationships* between those goals, and on the other hand learner activities must be designed in such a way that they stimulate the construction of such a network. How to reach this? The most promising model assumes that learners develop competencies on the basis of interacting with a series of different real events or, in educational settings, simulations of those real events. In competency-based learning, the *learning tasks* that are performed by the students can be situated in such a simulated task environment and provide the necessary (vicarious) experience. These

tasks are the kernel of competency-based learning or a competency-based curriculum. I will now take a closer look at the design and the nature of those learning tasks.

## **Design of Tasks for Complex Learning**

Learning tasks that aim at the development of competencies involve complex learning. They must allow that the acquisition of cognitive and interpersonal skills and constituent skills, the construction of subordinate knowledge, and the formation of attitudes and values take place in a simultaneous, integrated process. It is precisely the integration and coordination of all aspects that characterize a competency which allows for transfer to new problems and new situations and for lifelong retention. Learning tasks may, for instance, refer to the analysis of case studies (as in the Harvard case-method); to working on problems in a particular domain (as in the Maastricht model of problem-based learning); to the design of some product or process (as in the Aalborg model of project-oriented learning), and so further. There are thus many types of learning tasks that may play a role in a competency-based curriculum. In the following subsections, I will formulate three commandments or challenges with regard to the design of learning tasks. I view this as urgent goals that must be attained if it comes to the development of competency-based education.

- Unite the World of Knowledge and the World of Work in Learning
- Build Learner Support that Works
- Promote the Development of Higher-order Skills

*1<sup>st</sup> Commandment:*

### ***Unite The World of Knowledge and the World of Work in Learning***

The traditional approach to the design of learning tasks is pretty straightforward and familiar to most of us. It takes the *World of Knowledge* as a starting point. A particular discipline or subject matter domain is analyzed and ordered. Methods for domain analysis, subject matter analysis and task analysis are used to make this process more efficient. The main output of the process is a highly structured description of the domain, or, simply said, a study book. Learning is primarily active reading and understanding these study books. The presentation of subject matter is typically used as the skeleton for further instruction: Learning tasks have the form of assignments or practice items that are added to this skeleton for us during reading. Or, it is the exercises that you usually find at the end of each chapter in the study book to evaluate learning.

This approach has its charms. It is neat, elegant, conveniently arranged and familiar. But it also has its drawbacks. Constructivist approaches to learning correctly stress that knowledge is not something that can simply be described in a study book and then be transmitted to learners. Instead, knowledge must be constructed by the learners – and learning tasks or meaningful problem solving can help them to do so. Indeed, one may wonder if reading a study book is the best learning task for reaching this goal. Moreover, it may be argued that constructivist learning environments, defined as environments in which learners work on relatively complex, meaningful learning tasks, yield instruction that is less fragmented, offers more opportunities for an interdisciplinary approach, and provides better opportunities for transfer of what is learned to new problem situations. But where do these learning tasks come from? A popular approach is to replace the World of Knowledge by the World of Experience, or, in the field of Higher Education, by the *World of Work*. It is no longer the discipline or subject matter domain that is analyzed, but the jobs performed by professionals in the domain of study. Job profiles become the basis of a curriculum, and the learning tasks more or less mimic the tasks that students will encounter in their professional, post-academic life. These are then said to be “authentic” learning tasks.

I argue that the replacement of the World of Knowledge by the World of Work will not solve, but merely replace old problems with new ones. I will only briefly mention three of them. The first problem relates to the *least effort principle*. Students tend to consult a minimum of study materials in order to complete their tasks. Thus, the knowledge that students gain for working on particular learning tasks often lacks a broader structure, making it impossible to develop a historical overview of the discipline or to develop a deeper understanding of the theoretical relationships in the field of study. And it is precisely this type of knowledge that may be necessary for transfer to occur.

The second problem is the *supportive knowledge problem*. Supportive knowledge is all knowledge that may be helpful to solve particular problems in a domain. We often do not know which knowledge underlies effective performance on complex tasks that involve problem solving. So, it is impossible to determine which information students must have available for their work on one particular learning task. Real professionals act opportunistic: They try a particular approach and quickly switch to a new approach if the current approach does not work. And they can only do this because they know a lot about the domain, or, because they have the overview that students lack and cannot develop by only working on learning tasks.

And third, there is the *professional mobility problem*. Employees quickly change their jobs nowadays, which makes it less useful to take

job profiles as the basis for a curriculum. To a lesser degree, this problem also occurs in the World of Knowledge, because knowledge is nowadays also liable to fast changes. One may seriously wonder how to deal with the relationship between labor market demands and the design of competency-based curricula. This issue is studied in a recently started project conducted by Jo Boon, Marcel van der Klink and Evelijn Bos<sup>i</sup>.

In my opinion, a first major challenge for the field of Higher Education is to develop procedures that help us to combine and integrate the World of Knowledge and the World of Work in teaching. One approach may be to take competencies as a starting point, and analyze these competencies in order to develop *task classes* (also called “case types”, van Merriënboer, 1997) that give an abstract, general description of a broad category of learning tasks. On the one hand, such task classes allow one to identify the knowledge that may be helpful in solving a particular *category* of problems in the domain of study. It allows for the teaching of larger, integrated bodies of knowledge, as we used to do in the World of Knowledge. On the other hand, task classes might also be used for helping content experts to identify professional tasks that are really useful as learning tasks – and so bring in the World of Work. Each learning task should nicely fit the task class it exemplifies, and the complete set of learning tasks for a particular task class should provide a good mapping of all the skills and knowledge required to solve the problems for this class. This approach has been quite successful in technical training for complex skills. We just started a research project<sup>ii</sup>, which will be conducted by Angela Stoof, in order to find out if and how such a task-analytical approach can be useful for the development of competency-based learning in Higher Education. In another project<sup>iii</sup>, conducted by Theo Bastiaens and Marcel van der Klink, structured on-site learning is studied as an alternative approach for bridging the gap between working and learning (see also Van der Klink, 1999).

*2<sup>nd</sup> commandment:*

***Build Learner Support that Works***

If we succeed in integrating the World of Knowledge and the World of Work, the learning tasks that we give to our students will still be much more complex and time-consuming than the assignments or practice items that we find in a typical study book. In order to fruitfully work on the tasks, learners need *support* – and we clearly need to build support that works. We cannot leave the task of supporting students to the teachers, many of whom are already swamped with work. When students work on more complex tasks this will only become worse. Over the last decade, quite a lot of research has studied the effectiveness of support given by electronic performance support

systems (EPSS, e.g. Bastiaens, Nijhof, Streumer, & Abma, 1997), cognitive tools, help systems, learning aids, and other “...things that [are supposed to] make us smart” (Norman, 1993).

The results of research on the use and effectiveness of support systems are often disappointing. The most salient finding is possibly that those learners who need the most support are least inclined to use it. They act as typical computer users who encounter software problems: “Only when everything else fails, consult the documentation (or, the available support)”. This finding can easily be explained by Cognitive Load Theory (Sweller, 1988; Sweller & Chandler, 1994). When students encounter problems while working on a learning task, the last thing they are inclined to do is further increase their cognitive load by adding additional information—from the support system—to their working memory. For this reason, support systems that are “add-ons” to the learning environment may increase the gap between weak and strong learners.

If traditional support fails, what must support look like to succeed? It seems likely that support must be fully embedded in the learning task or learning environment in order to be effective (see the work of Martens on Embedded Support Devices or ESD’s, 1998; Martens & Valcke, 1995). In the field of constructivism, providing embedded support is often called “scaffolding”, and the term *performance constraint* is then probably more appropriate than the term performance support. We are all familiar with the training wheels on children’s’ bikes, which is a performance constraint that prevents them from falling over (see Carroll & Carrithers, 1984). These training wheels are clearly more effective than add-on performance support, like the parent who is running alongside and shouting “Keep your handlebars straight!” What we need to do is define the training wheels that promote learning from complex tasks. I will only discuss three of them.

A first training wheel is to divide a complex learning task in subtasks. If law students have to prepare a plea to be presented in court, they can be simply instructed to prepare a plea. Or they can be provided with a “systematic approach to problem solving” for preparing a plea by instructing them to (1) study the files and determine their strategy for pleading, (2) translate the strategy for pleading to an outline for the plea, and (3) write the plea. So, embedded support is given by decomposing the learning task in phases. In a recently started project<sup>iv</sup>, conducted by Rob Nadolski, the optimal number of phases in such a systematic approach to problem solving is related to the complexity of the learning task.

A second training wheel is known as sequencing. Sequencing learning tasks from simple to complex is sometimes associated with old-

fashioned instructional design, but in the field of constructivism authors also stress its utmost importance. For instance, Collins, Brown, and Newman (1987) argued in an influential article that "...the ability to produce a coherent and appropriate sequence of case studies and problems [i.e., learning tasks] is a key feature in the design of constructivist learning environments". I cannot agree more. This is not to say that we should only adhere to traditional simple-to-complex orderings of learning tasks. For example, I can refer to the work of Gropper (1983) or Krammer and myself (van Merriënboer & Krammer, 1987) on backward chaining approaches to sequencing for complex learning. Learning tasks are then ordered in the reverse order of how an expert would encounter them. For instance, in learning instructional design, student would start with the evaluation and revision of existing instructional materials. Such sequencing techniques are very effective because they quickly provide useful models to the learners and because they offer meaningful, relatively complex learning tasks from the start.

A third training wheel can be embedded in the nature of the learning task itself. For instance, studying a case which provides a real-world solution for a given problem provides more support than a conventional problem, in which students are asked to come up with a solution for the same given problem themselves. There is ample evidence that students who are novices in a domain learn more from the case or worked-out example than from the conventional problem (e.g., Paas, 1992; Paas & van Merriënboer, 1994), and this seems to be especially true for elderly learners (van Gerven, Paas, van Merriënboer & Schmidt, in press). As another example, completing or extending a given design for some product or process in project-oriented learning provides more support than a conventional project for which students have to design the product or process from scratch. And again, there is ample evidence that novice students learn most from the completion problems (e.g., van Merriënboer, 1990; van Merriënboer & de Croock, 1992).

*3<sup>rd</sup> Commandment:*

***Promote the Development of Higher-order Skills***

So far, we sketched an educational system in which meaningful work on relatively complex tasks forms the kernel of a curriculum. And from an instructional point of view, scaffolding learners is critical in such a system. If we do not embed enough support in the learning environment in a clever way, teachers will be overburdened because learners will typically need more support than in a traditional educational system. But the training wheels will be mounted higher and higher, that is, support diminishes as students become more proficient in performing particular tasks (belonging to a particular "task class"). It is thus important not to

focus only on instructional support, but also on the question of what is required from students in such a new, competency-based curriculum. There are many answers to this question: Students must learn-how-to-learn, students must regulate their own learning processes, students must monitor and assess their own performance as well as the performance of others, students must develop better study skills, metacognitive skills, learning strategies and even general problem solving skills, and so forth. Obviously, there is a delicate trade-off between the necessity for learner support and the desire to develop independent learners.

For the purpose of this address, I will not comment on the many useful distinctions made in the literature with regard to independent learning but refer to all of them as *higher-order skills*. While first-order skills are bound to a particular learning domain, these higher-order skills seem—incorrectly—to be independent of any domain. If you have learned to learn in domain A, you will also be able to learn in domain B; and if you can regulate your own learning in domain X, you will also be able to regulate your own learning in domain Y. Personally, I am convinced that these higher-order skills are indeed the key for effective learning to occur. Students who lack these higher-order skills will simply not be able to learn in such a way that acquired cognitive schemata are useful beyond the educational context. But at the same time, I am often surprised by the way the discussion on higher-order skills takes place in the literature and in the educational field. Three comments relate to (1) the importance of training, (2) the assumed domain-independence, and (3) the claim that domain knowledge is becoming less important.

To start with the first issue: Higher-order skills are still skills. And more in particular, they are highly complex skills. A first-order complex cognitive skill (e.g., diagnosing cardio-vascular diseases, performing psychological research) typically takes hundreds or even thousands of hours to develop. It thus seems fair to state that the development of a complex higher-order skill will also take at least hundreds of hours of experience, preferably distributed over many years. We should provide opportunities for the development of higher-order skills from primary school on – and not limit this to secondary (“the so-called Studiehuis”) and higher post-secondary education. And we should also acknowledge that explicit training in such higher order skills will often be necessary. I think it is naive to withhold support from students during their work on complex learning tasks and then expect them to spontaneously show independent learning behaviors. There are no “hocus-pocus” higher order skills! Yet, this is what can be observed nowadays in some research, reform and development projects. This way, efforts directed at independent learning will seriously jeopardize the quality of education.

This brings us to a second issue: The design of training for higher-order skills. These skills can be trained – but is it also possible to train them

outside a particular learning domain? This parallels the old discussion on the possibility to teach general, domain-independent problem solving skills. What seems to be critical in this discussion is that both general problem solving skills and other higher-order skills mainly indicate “strategic knowledge”, that is, knowledge about which rules-of-thumb and systematic approaches are effective to approach a learning task or problem. As argued elsewhere (van Merriënboer, 1997), there is always a bi-directional relationship between strategic knowledge and supportive knowledge. The better a learner’s knowledge about a particular domain is organized, the more likely it is that strategic knowledge can help to operate in this domain. And the reverse is also true. A rich knowledge base is only useful if learners possess the strategic knowledge enabling them to make effective use of it. The bi-directional relationship between supportive and strategic knowledge simply indicates that both are cognitively represented in an integrated fashion and that one is of little use without the other. If this is true, higher order skills can only be trained in a particular domain. And if we want the strategic component of higher-order skills to transfer between domains, they should be trained in as many domains (or, courses) as possible and it should be made explicit to students that a higher-order skill that works in one domain may also work, or may not work, in another domain.

Third, this analysis leads to questioning a claim that is becoming more and more popular in the field of education. What you hear is that a highly technological society such as ours is requiring more and more employees who have developed competencies and who exhibit higher-order skills, *and that domain knowledge is [thus] becoming less important*. I fully agree with the first part of this statement, but the second part is, in my opinion, a very dangerous misunderstanding. There is no such thing as complex cognition outside a domain, and we will never be able to develop complex cognition, including higher-order skills, outside domains. The human cognitive architecture is bound to domain-knowledge.

Let me summarize this section. We discussed the commandment to fruitfully combine the World of Knowledge and the World of Work in a competency-based curriculum that is based on learning tasks; the commandment to support or scaffold students who work on the tasks in such a way that learning is improved, and, finally, the commandment to develop higher-order skills in such a curriculum – taking the delicate balance between required learner support and desired independent learning into account. I will now turn to a second aspect of future competency-based learning, namely that it will more and more take place in Web-based multimedia learning environments.

## **Delivery in Multimedia Learning Environments**

Multimedia learning environments evolved from programmed tutorials, drill-and-practice computer-based training, hypertext systems, and intelligent tutoring systems towards simulation-based learning environments and all kinds of combinations of these. And nowadays, Web-based instruction is in the center of interest because it facilitates distributed distance delivery and combines presentation and communication facilities. We must answer the question if these technologies can be used to support competency-based learning – and if so, how? I will formulate three new commandments, now with regard to the delivery of learning tasks in multimedia learning environments, including the Web. Again, I view these as urgent goals that must be attained for making multimedia instruction more effective, efficient and appealing:

- Develop Web-based Instruction that Makes a Difference
- Defeat the Transfer Paradox
- Make Students Work Together

*4<sup>th</sup> Commandment:*

***Develop Web-based Instruction that Makes a Difference***

Web-based instruction is hot! It is easily accessible from the whole world, it offers integrated presentation and communication facilities, it provides better opportunities for updating and re-using learning materials, and so forth. This is all true, which is why some authors argue that it provides a “technology push” for improving the quality of education. But media will never influence learning (Clark, 1994). Only instructional methods may improve the quality of education, and it is an open question if current Web technology supports the use of instructional methods that are necessary for complex learning to occur.

If we seriously study what is really going on at the moment, Web technology yields a *backward-push* instead of a forward-push. The key concept with regard to Web-based instruction seems to be *content*, as it was in the World of Knowledge, and so-called “content-providers” (publishers, universities) are expected to supply ready-made content that can be delivered over the Internet. Most Web-based instruction that you find on the Internet takes us back to the early days of programmed tutorials and electronic books, where learner activities mainly consist of reading from the screen and filling in boxes. This is in clear contrast with the constructivist ideas which emerged in the 80’s, stressing the importance of active work on meaningful learning tasks for knowledge construction and skill acquisition to take place.

This development threatens to lower the quality of education instead of improving it. In order to promote the development of competencies or complex cognitive skills, the kernel of Web-based instruction should

not consist of content, but of rich learning tasks that are presented in a meaningful (simulated) task environment. For a limited number of tasks, the Web already provides the necessary functionalities. For instance, the Virtual Company Project (Westera & Sloep, 1998) offers a collaborative, distributed learning environment in which students work on rich learning tasks in a simulated company. But for many other tasks, like pleading in court, controlling aircraft, or conducting psychological experiments, Web-based instruction currently lacks the necessary functionalities (e.g., input-output facilities, simulation models that can run on the background, etc.). Of course, things will be better in the future, with Giganet ports and broadband Internet connections, but for now we should simply acknowledge that the Web often lacks the functionalities that are necessary for implementing instructional methods that promote complex learning.

And what about the content? In competency-based learning, content or information to be presented to learners is always subordinate to, although harmonized with the learning tasks. Part of this content is best presented when students actually need it, that is, while they are working on the learning tasks. This type of content can best be characterized as just-in-time (JIT) information. It is mainly the information that is relevant to the recurrent aspects of effective task performance, that is, those aspects that are the same from problem situation to problem situation (van Merriënboer, 1997). JIT information presentation then best allows this information to be restrictedly encoded in the cognitive rules or schemata that represent these particular aspects of task performance. Computer-based instruction, including Web-based instruction, offers excellent opportunities for the just-in-time presentation of information. For instance, this content can easily be hyperlinked to the parts of the learning task for which it is relevant. In a new project<sup>v</sup>, conducted by Liesbeth Kester, we will further study the effect of this type of information presentation on complex learning.

Another part of the content cannot easily be connected to particular learning tasks. It is the content which represents the knowledge that supports performing non-recurrent, problem-solving intensive aspects of the learning task. It encompasses the “integrated bodies of domain knowledge” that may help to solve problems in the domain of interest – but you can never be sure for which specific problem they are helpful. This information is best made available to students before they start to work on a particular category of learning tasks (which were called “task classes” before), and should remain available during their work on those tasks. This will best allow them to elaborate on the information, that is, to integrate it with their existing prior knowledge. I would argue that printed materials are still the best medium for delivering this type of information. They can easily be consulted (in bed, in the train, or on the beach), specific information is relatively easy to search for, it is easy to

take notes and make annotations, and reading from a book is easier than reading from a monitor.

Nonetheless, the Internet may be preferred over printed materials for the presentation of supportive information, or be used in addition to printed materials, simply because it contains so much useful information. This view is popular in the field of Resource-based Learning (e.g., Rakes, 1996). Here, we should acknowledge the fact that the Internet contains useful information, but also a multitude of information that is *not* useful. This brings us back to the discussion on learner support versus higher-order skills. On the one hand, we might structure the information in such a way that learners can find what they are looking for. This helps us in fighting the *Butterfly Defect* (Salomon, 1998): “... touch, but don’t touch, and just move on to make something out of it”. On the other hand, we might focus on the development of search literacy skills. I would argue that the development of search literacy skills is indeed important, but we should be extremely careful that searching for information does not interfere with learning in the primary domain.

*5<sup>th</sup> Commandment:*

***Defeat the Transfer Paradox***

Instruction that yields higher transfer to new situations, or yields better transfer from the educational setting to future job performance, usually takes more time than traditional instruction and/or poses higher requirements to the cognitive involvement of the learners (de Croock, 1999; van Merriënboer, de Croock, & Jelsma, 1997). Thus, whether we like it or not, learners have to pay a price for learning in such a way that what is learned becomes useful in a broader context. This is due to the fact that transfer depends on the richness and interconnectedness of the cognitive schemata that learners are required to develop when they are working on the learning tasks. The construction of schemata in such a way is a highly effort-demanding and time-consuming process. There is no simple solution to this paradox. But, especially in multimedia learning environments, much can be gained by lowering the extraneous cognitive load that is imposed on learners and, at the same time, explicitly helping them to focus their attention on those activities that promote deeper cognitive processing. This process is also known as “redirecting attention”, from learner activities that are not relevant for learning to learner activities that *are* relevant for learning. It is closely related to finding an optimal balance between Yin processes, which come into play when working memory is—perceived to be—overloaded, and Yang processes, which facilitate conscious, effortful attention to intended learning goals (Clark, this booklet). I will briefly comment on both of them.

Essential in alleviating or at least reducing the paradox is effective and efficient use of cognitive resources and thus elimination or reduction of extraneous cognitive load. In many multimedia learning environments learners are overwhelmed and confused by the amount of available options for navigation, by the amount of available information, or nowadays even by the amount of advertisements! Students have to find out how the interface works, which information is useful and which is not, which parts of the screen belong to each other, and many other things that have little to do with learning. Of course, usability engineering is important for all software products – but it is *critical* for multimedia learning environments. If usability is low, no learning will occur. And given the transfer paradox, a trade-off can be expected between the usability of a multimedia learning environment and the transfer of learning. Simplicity of the interface is a key issue in learning that is too often underestimated.

In addition to simplicity, an optimal use of modalities may also help in making multimedia environments more suitable for learning. In general, little is known about the optimal combination of audio or speech, screen texts, and illustrations in pictures or video. But as argued by Mayer (1997) and Sweller (this booklet), effective working memory capacity can be increased by a good combination of audio, text and pictorial information. In a project<sup>vi</sup> that has recently been started in collaboration with SPC Group, and that is conducted by Huib Tabbers, we try to find out how this integration can be optimized. It is expected that superior effects on learning can be obtained by combining auditory and pictorial information, where cues are added to the parts of the picture the auditory information is referring to. More in particular, this effect is predicted for learners with low prior knowledge and for complex learning domains.

*Only* when multimedia learning environments are characterized by simplicity and an optimal use of modalities, it makes sense to focus the attention of the learners on activities that promote intentional deeper processing of the materials (i.e., Yang processes), or, increase their so-called “germane” cognitive load devoted to the construction of cognitive schemata. One way to reach this goal is to increase the variability in a set of learning tasks that belong to the same task class (Paas & van Merriënboer, 1994; de Croock, van Merriënboer, & Paas, 1998). Or, alternatively, learning tasks might be interspersed with questions that make the tasks into epistemic tasks (Ohlsson, 1996). Collins and Ferguson (1994) and Goodyear (1998) go one step further and claim that multimedia learning environments should mainly engage students in playing “epistemic games” that provoke deep cognitive processing and promote understanding.

To conclude, dealing with the transfer paradox is even more difficult because there are large inter-individual differences between students.

A learning task that yields high extraneous cognitive load, and thus leaves little cognitive capacity for genuine learning for one student, may be a good learning task for another student. For this reason, adaptive interfaces in multimedia learning environments could give less functionalities to students who experience high cognitive load and more functionalities to students who experience low cognitive load. This is a clear application of the training wheels approach to interface design. It may also be desirable to develop computer-based instructional models that automatically steer the selection or even the construction of learning tasks that are presented to students (see van Merriënboer & Luursema, 1995). In a joint project with the National Aerospace Laboratory NLR<sup>vii</sup>, it will be studied how cognitive load measurements can be used to optimize the selection of learning tasks in aviation training.

*6<sup>th</sup> Commandment:*

***Make Students Work Together***

According to my 4<sup>th</sup> commandment, we should try to develop Web-based instruction that makes a difference. I have not been very positive on the presentation facilities of the Web. In its current form, it certainly does not always allow for the use of instructional methods that may be necessary for complex learning to occur. But Web-based instruction provides another feature which importance cannot be overestimated: communication facilities. This refers both to asynchronous types of communication, such as E-mail and discussion lists, and to synchronous types of communication, such as chat boxes and video-conferences. While the use of these means of communication is becoming increasingly popular in Western society, experiences in education are mixed. Sometimes students do not use them at all; sometimes they use them to discuss all kind of things (football, music etc.) that are not related to learning, and sometimes they use them to sustain learning. We should find out under which conditions the last option is true. I discuss three possible approaches.

First, we should not expect from students that they work together if there is no clear need to do so. Social factors play a role but it is also related to the least effort principle. When you are working on an individual task, you will only start to communicate about this task when things go seriously wrong. People are only inclined to learn and work together if it has a clear added value. Fortunately, competency-based learning provides excellent opportunities for proving this added value. Many competencies include interpersonal skills, so that there will no doubt be learning tasks that require students to practice such skills in a simulated task environment. In short, some learning tasks will be *distributed team tasks*, that is, tasks with a cooperative goal structure (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981) which

makes working together into a strict condition for completing the task. Students will take different roles in such distributed team learning tasks. In a recently started project<sup>viii</sup>, conducted by Jan Willem Strijbos, it will be studied how Web-based communication technology can best be used to support students in performing a particular team task (i.e., conflict resolution) in the domain of international law.

Second, Web-based communication technology is likely to experience the same problem as learner support systems. When things get tough, students are least inclined to use support systems and probably also least inclined to use communication facilities. Like support systems, communication systems must probably be fully *embedded* in the learning environment before they are optimally used. Add-on communication facilities, like commercial programs for e-mail, discussion lists, and chats may hamper learning because learners suffer from the split-attention effect (Sweller, this booklet). In one of our projects<sup>ix</sup>, supervised by Theo Bastiaens and Paul Kirschner, it will be studied if Web-based communication facilities that both are fully embedded in the simulated task environment (i.e., dedicated to the context in which learning takes place) and reflect the phasing of the learning task (i.e., dedicated to the process of learning) may solve part of these problems.

My third point with regard to computer-mediated communication is that we should not only take the transfer paradox into account for instructional on-screen messages (remember the 5<sup>th</sup> commandment!), but also for student-generated messages. Have you ever been involved in a collaborative problem solving effort, in which you were confronted with twenty e-mail messages from peers that all gave different directions for solving a particular subproblem – and in which it was your role to make sense out of all the e-mail messages and come to a substantiated solution? I have been, and I can assure you that the only thing you want to do in such an “epistemic game” is to forget about the e-mails and present your own solution (or switch off the computer). If we want these types of learning to be successful (and I think they *can* be!), we need simpler ways of organizing and representing the available information. For instance, a current project<sup>x</sup> conducted by Jan van Bruggen investigates the use of representational tools that explicitly represent partial solutions and their underpinnings (i.e., argumentation) in a fixed notation scheme instead of free text as used in e-mail.

Let me summarize this section on delivery in multimedia learning environments. We discussed the commandment to develop Web-based environments for competency-based, complex learning; the commandment to defeat the transfer paradox by using instructional methods that promote deeper cognitive processing balanced out by methods that decrease extraneous cognitive load; and, finally, the

commandment to make students work and learn together on distributed team learning tasks. I will now turn to the third and last aspect of future competency-based learning, namely that it poses new challenges to the diagnosis of learner progress.

## **Diagnosis of Learner Progress**

Learning cannot take place without feedback. For basic learning processes, Knowledge of Results (KR) may be sufficient. You simply see the outcomes of what you do. But for complex learning to occur, the feedback that students receive should generally be more informative. In order to give such feedback, judgments of the quality of complex performances are necessary. And such judgments are not only necessary to improve the quality of learning, but also to certify learners, to make pass/fail decisions, or to make placement decisions. Again, I will formulate three new commandments, now with regard to the diagnosis of learner progress. In fact, the last commandment concerns the interface between diagnosing learners (“student evaluation”) and diagnosing educational systems (“system evaluation”). I view all three of them as challenges that must be attained in successful, competency-based learning:

- Provide Meaningful Feedback
- Use Tests for Complex Performances
- Assure the Quality of Competency-based Learning

*7<sup>th</sup> Commandment:*

### ***Provide Meaningful Feedback***

Quite a lot is known about providing effective feedback to learners. At least, if it comes to learning declarative knowledge or learning procedural skills. For instance, it is known that feedback is then most effective when it is provided immediately after performance. And in case of incorrect performance, feedback should explain why there was an error and give hints for how to reach the correct goal. Nevertheless, providing feedback to students is a major problem in traditional education – probably because it requires that teachers closely monitor the performance of their individual students. This may be possible in one-to-one tutoring, but not in a group-based educational system. We all know that there are still too many courses for which the only feedback that students get is a final grade, which is not very informative if it comes to improving learning.

I have bad news. These problems can become even worse in a competency-based curriculum. One reason for this is that performance on a rich learning task is never right or wrong, it is merely more or less

effective, efficient or satisfactory. The best students can do is apply a systematic approach to problem solving, and try out the heuristics that can be helpful to reaching success. Another reason is that many different aspects can be judged for complex performances. It should be clear that only one or a few judgments on the quality of performance provide learners with little detail about how to improve performance; feedback should ideally be given on the many different performance aspects that can be distinguished for the learning task.

Such feedback is critical to learning complex cognitive skills – but to date, little is known about the characteristics of optimal feedback for complex performances. It is clear that students must be allowed to discover the advantages and disadvantages of applying particular approaches and heuristics and to make mistakes. Feedback can only be given retrospectively. It should discuss the similarities and dissimilarities between the approach that has been taken by the students and expert approaches, the application and misapplication of particular rules-of-thumb, the qualities of the solution in comparison to other possible solutions, and so on.

Butler and Winne (1995) presented an interesting model for providing so-called cognitive feedback to students, in such a way that it promotes self-regulated learning from rich learning tasks. The central idea is that feedback should provide students with information that allows them to link particular “cues” to the quality of their performance. Cues may, for instance, concern features of the task, the learning activities, or the cognitive processes the learners were engaged in. The cues should enable students to reflect on the quality of found solutions, on the quality of problem solving processes, and on the quality of learning itself. So, cues that promote reflection become a central element of feedback to students, like it is a central element for (reflective) practitioners and life-long learners. In a recently started project<sup>xi</sup>, Hans Hummel will study the effectiveness of this type of cues in a simulated task environment in the domain of Law.

But even if we succeed in identifying the characteristics of effective feedback for complex learning, providing this type of feedback will remain a heavy burden for teachers. While some progress in the field of Artificial Intelligence is made (e.g., the use of Latent Semantic Analysis for providing feedback on papers; see Landauer, Foltz, & Laham, 1998), computers are still far away from taking over this task from teachers. The most feasible approach, both from a practical viewpoint and from the viewpoint of the development of higher order skills, is to delegate an important part of the work to students themselves. Debriefing sessions, group discussions, and peer and self-assessments can offer a valuable approach to providing meaningful feedback. For instance, in a current project<sup>xii</sup> performed by Dominique Sluijsmans students are trained in conducting peer assessments and self assessments, and it is studied if

such assessments have a positive effect on learning (see also Sluijsmans, Dochy, & Moerkerke, 1999).

*8<sup>th</sup> Commandment:*

***Use Tests for Complex Performances***

If we find solutions for the seven challenges discussed above, we begin to see an ideal, future environment for complex learning: 1. Students work on rich learning tasks that combine the World of Knowledge with the World of Work. 2. They receive enough, embedded support to ensure learning. 3. They are assisted in developing higher order skills. 4. They will often work on their tasks in a simulated (Web-based) task environment, where the information that is prerequisite to task performance is presented just-in-time and the information that supports the work on broader classes of tasks is available in books or in highly accessible electronic repositories. 5. They are elicited by the environment to redirect their attention from irrelevant processes towards processes that are important for genuine learning. 6. They have optimal facilities for performing team learning tasks through communication with peers and tutors. 7. And finally, they receive meaningful feedback from peers and tutors on the quality of their complex performances.

But there is still one thing that may destroy this dream: Examinations! Frederiksen (1984) convincingly described the “real test bias”, that is, the tendency of teachers and students to focus their teaching and learning on that which is tested. We can put a lot of effort in the design and development of powerful environments for complex learning, but if we subsequently test students on their factual knowledge and procedural skills it will certainly be a waste of time and effort. As argued before, we have to deal with the least effort principle. Like all of us, students act as “calculating citizens” and will only learn what they are required to learn with a minimum of time and effort devoted to it. And we cannot blame them for that. There is only one solution. We should test how we teach. Tasks for testing must mimic the rich tasks used for learning, and students must be judged on their complex performances.

Several authors plead for such an integration of teaching and testing (Frederiksen, 1994; Moerkerke, 1996). And from the viewpoint of cognitive psychology, the problem of performance-based testing is largely solved together with the problem of providing meaningful feedback on complex performances (the 7<sup>th</sup> commandment). Both problems concern judgments of the quality of performance on rich tasks, and the only difference seems to be in their purpose. For feedback, the purpose is to improve learning; for testing, the purpose is to make pass/fail decisions or to certify learners.

However, these different purposes have some important implications. I will briefly discuss two of them. First, if the purpose is to improve learning, written or verbal interpretive summaries, giving judgments on the quality of all relevant aspects of complex performance, are most useful. Much more information is conveyed in such summaries than in numerical ratings. While some authors seem to argue that these qualitative judgments are the only way to judge complex performances (e.g., Delandshere & Petrosky, 1998), we nevertheless need numerical ratings for the purpose of certification. At least and most simply, a judgment on a numerical 0-1 scale (0 = fail / do not certify; 1 = pass / certify) is necessary. It is thus important to develop scoring and judging procedures for complex performances and to support teachers in their use of such procedures. These issues are studied in a project<sup>xiii</sup> which is conducted by George Moerkerke, Rob Tuninga and others.

Second, in a traditional curriculum certification usually takes place course-by-course. Students simply get their diploma after they passed all examinations. This is not possible in a competency-based curriculum that uses performance assessments, because competencies are not linked to particular courses, but are expected to develop throughout the whole curriculum. This necessitates some form of progress testing (cf., van der Vleuten, 1996), yielding information on the quality of different aspects of complex performances with regard to the end objectives of the curriculum. Student dossiers<sup>xiv</sup> can thus no longer be a simple file with pass/fail results for each course, but must keep track of student progress in a much more detailed fashion.

*9<sup>th</sup> Commandment:*

***Assure the Quality of Competency-based Learning***

I discussed learner diagnosis for giving meaningful feedback and improving learning, which is mainly related to the process of learning (“throughput”); and for certification or making pass/fail decisions, which is mainly related to the output of learning. This leaves us with the input: Learner diagnosis with the purpose of making placement decisions (or, in some contexts, selection). This type of learner diagnosis is especially important for Open Learning, because an institute like the Open University of the Netherlands serves a highly heterogeneous group of students.

One obvious requirement for intake procedures is that they should be representative for the system of competency-based learning and performance-based assessment that underlies the whole educational system. Only knowledge testing is not enough! The necessary features of such placement-oriented assessment methods are currently being investigated in a project<sup>xv</sup> conducted by Dieuwke de Haan, Desiree ten

Joosten and George Moerkerke. In addition, institutes for Open Learning are too often characterized by a high drop-out rate. Representative, performance-based assessment procedures may better help students to determine their suitability for a (particular) study and so increase the success rate of study programs. How performance-based assessments in a competency-based introduction to psychology may positively affect the success rate of the psychology program is being studied in a project<sup>xvi</sup> headed by Rob Martens.

Making placement decisions in order to increase success rates of academic programs marks the transition between student evaluation and system evaluation (i.e., diagnosing the quality of the educational system). In my presentation so far, I have roughly sketched a future educational system, in which students work on rich (team) learning tasks in multimedia learning environments and are assessed on their complex performances. There is no doubt that the methods, techniques and instruments needed for evaluating and assuring the quality of such a system will be different from the ones that are currently available. On the one hand, this falls beyond the scope of the research program as presented here; cognitive psychology is not directly relevant to system evaluation. But, on the other hand, system evaluation is of utmost importance for any educational institute – especially for an institute that is taking educational innovation seriously. For this reason, it needs to become clear what the implications of this new approach to learning are for system evaluation and quality assurance. This is currently being studied in a project<sup>xvii</sup> conducted by Wil Verreck and others.

## **Deep Innovation and the Two Faces of Instructional Design**

I am approaching the end of my address. And you might wonder if the nine commandments are mainly related to the actual development of instruction, to Research and Technology Development (RTD), or to both. My answer will be that the commandments *must* be related to both in order to make deep innovation in the field of education possible. This is also reflected in one of the key concepts in my thinking: Instructional Design. Most authors stress that Instructional Design can both be seen as a practical activity and as RTD (cf., Seels & Glasgow, 1997). I will try to untangle the relationship between the two faces of Instructional Design and educational innovation.

In the Educational Technology Expertise Center of the Open University of the Netherlands, Instructional Design as a practical activity mainly refers to so-called “application projects”. They may include the entire process from analysis of learning needs and goals, through the development of a delivery system to meet those needs, to

the implementation of the system. It includes development of instructional materials and activities, typically in close collaboration with content experts or teachers; and try-out and evaluation of all instruction and learner activities. Application projects are the first face of Instructional Design and the “raison d’être” of Otec – and so it should be. They are generally seen as the most visible driving force for educational innovation (e.g., Bates, 1995).

Nevertheless, it is my firm conviction that building exemplary, high-quality multimedia learning environments is extremely important but not enough to drive innovation. In a learning organization, there must be reflection on the work that is done: Application projects should teach us which approaches are effective and which are not, and we should share this knowledge with colleagues inside and outside the institute in order to make progress. We all learn by experience – and sharing the results of our learning is at least equally important for driving innovation as implementing the products that have been developed. There are at least two ways to reach this. First, designers or design teams must have the time for *reflection-in-action* and document their findings in professional articles and reports. And second, the actual process of designing instruction is an important object of study in itself. So, there must also be *reflection-on-action*. For instance, we recently started two projects focusing on the actual, real-life process of designing instruction. In one project<sup>xviii</sup>, conducted by Paul Kirschner, Peter Sloep and myself, the decision-making processes of expert designers who work from a constructivist viewpoint in the design of competency-based learning environments will be studied. In another project<sup>xix</sup>, conducted by Bert Hoogveld, the focus is on “teachers as designers”.

Another issue is much more difficult to tackle. Application projects are, by definition, bound to a highly particular educational *context*. Reigeluth (1983) describes the process of instructional design and makes a distinction between conditions or context variables, methods and outcomes. For application projects, the conditions cannot easily be manipulated and include, for instance, size and grouping of the target learners, available technological and physical infrastructure (computer and network facilities, rooms), organizational characteristics, lesson schedules, available expertise among parties involved, and so forth. Within these limitations, it is up to the professionalism, expertise and creativity of the design team to specify the instructional methods that are appropriate for reaching the desired outcomes, that is, to specify a learning environment that is as effective, efficient and appealing as possible. However, application projects will *never* reveal which instructional methods are most effective under other, new conditions – for instance conditions as they will exist in a future Internet-based University or “Interversity” (Hoogeveen, 1998) or conditions where flexible grouping of students in time and place is possible due to the

application of operations management techniques (currently investigated in a project<sup>xx</sup> conducted by Ad Schellekens). Thus, application projects will at best yield “shallow” innovation, that is, the optimization of instructional methods within a given educational context.

Here, I would like to introduce the concept of “deep” innovation. Deep innovation is only possible if we find out, by systematic experiments, which instructional methods yield desired outcomes under the conditions of tomorrow. This is why we need Research and Technology Development (RTD) – the second face of Instructional Design. Research should be directed at the identification of instructional methods that yield desired outcomes under new conditions. And Technology Development, as the work on context-free tools for the design of educational multimedia material (Koper, 1998) and the work on ElonSystems, should both enable us to do systematic research on optimal instructional methods in the educational system of tomorrow and to give rise to innovation in application projects. There should be no doubt that those new methods will be different from the methods of today!

This brings me to a final commandment, which is also my 10<sup>th</sup> commandment for educational change to occur:

*10<sup>th</sup> Commandment:*

***Create a Discipline of Instructional Design that Supports Deep Innovation***

I think this is the ultimate challenge in our field. Application projects will never bring deep innovation about if they do not build on state-of-the-art developments in Research and Technology Development. And Research and Technology Development will never make a difference if it does not yield clear specifications of instructional methods that work under well-investigated, new conditions. They must be integrated in a true *Discipline of Instructional Design*: An integrated branch of knowledge concerned with RTD directed at new, innovative instructional methods *and* the actual process for developing and implementing those new methods in changing educational organizations. Otec is pre-eminently an institute that can provide a fertile soil for the further development of such a discipline – and I am looking forward to contributing to this process.

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*I have spoken.*

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## Noten

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<sup>i</sup> Otec Project: *Research into the transferability of the labor market demand for competencies into curricula*. Conducted by Jo Boon, Marcel van der Klink and Evelijn Bos.

<sup>ii</sup> Otec PhD Project: *Tools for identification, representation and validation of competencies in higher education*. Conducted by Angela Stoof under supervision of Rob Martens and Jeroen van Merriënboer.

<sup>iii</sup> Otec Project: *Acquiring competencies in higher distance education through on-site learning by assignments: Bridging the gap between working and learning*. Conducted by Theo Bastiaens and Marcel van der Klink.

<sup>iv</sup> Otec PhD Project: *Task complexity related step size in systematic approaches to problem solving as support device in competency-based multimedia practicals*. Conducted by Rob Nadolski and others under supervision of Paul Kirschner and Jeroen van Merriënboer.

<sup>v</sup> Otec PhD Project: *Cognitive load imposed by JIT information presentation*. Conducted by Liesbeth Kester under supervision of Paul Kirschner and Jeroen van Merriënboer.

<sup>vi</sup> Otec/SPC PhD Project: *Split attention and modality effects in case-based multimedia learning*. Conducted by Huib Tabbers under supervision of Rob Martens and Jeroen van Merriënboer.

<sup>vii</sup> Otec/NLR PhD Project: *Mental workload as a determinant for the dynamic selection of learning tasks in aviation training*. Conducted under supervision of Fred Paas and Jeroen van Merriënboer.

<sup>viii</sup> Otec PhD Project: *ICT-tools to support role modeling in collaborative and competence-based learning environments*. Conducted by Jan Willem Strijbos under supervision of Rob Martens and Wim Jochems.

<sup>ix</sup> Otec PhD Project: *Design guidelines for collaborative electronic learning environments*. Conducted under supervision of Theo Bastiaens/Paul Kirschner and Wim Jochems.

<sup>x</sup> Otec PhD Project: *Use of representational tools in asynchronous collaborative solving of ill-structured problems*. Conducted by Jan van Bruggen under supervision of Paul Kirschner and Wim Jochems.

<sup>xi</sup> Otec PhD Project: *Timing and orientation of cues: Cognitive feedback in competency-based multimedia practicals*. Conducted by Hans Hummel and others under supervision of Paul Kirschner and Jeroen van Merriënboer.

<sup>xii</sup> Otec PhD Project: *Student involvement in performance assessment: Training towards problem solvers*. Conducted by Dominique Sluijsmans under supervision of George Moerkerke and Jeroen van Merriënboer.

- xiii Otec Project: *Construction of assessment programs for competency-based curricula*. Conducted by George Moerkerke and others.
- xiv Otec PhD Project: *Controlling competency development by student dossiers*. Conducted under supervision of George Moerkerke and Wim Jochems.
- xv Otec Project: *Students' enrolment in competency-based curricula: Towards methods supporting placement decisions*. Conducted by Dieuwke de Haan, Desiree ten Joosten and George Moerkerke.
- xvi Otec Project: *Overviewing intake and evaluation in a competency-based introduction to psychology*. Conducted by Rob Martens and others.
- xvii Otec Project: *Evaluation and Quality Inquiries in Perspective (EQUIP)*. Conducted by Wil Verreck and others.
- xviii Otec Project: *The role of design strategies for designing and developing competency-based learning environments*. Conducted by Paul Kirschner, Peter Sloep and Jeroen van Merriënboer.
- xix Otec PhD Project: *The teacher as designer: Impact of a web-based training in Instructional Systems Design*. Conducted by Bert Hoogveld under supervision of Fred Paas and Wim Jochems.
- xx Otec PhD Project: *An operations management approach to improve flexibility of the educational organization in higher professional education*. Conducted by Ad Schellekens under supervision of Fred Paas and Jeroen van Merriënboer.