Sequencing and the Repetition of Content

DESCRIPTION

Sequencing is the efficient ordering of content in such a way as to help the learner achieve the objectives. Sequencing of instruction is important because it directly impacts how we learn and how we feel about learning. It affects the way information is processed and retained and, from a product development perspective, it helps to avoid inconsistencies and duplication of content (Morrison, Ross, & Kemp, 2004).

There is no one-size-fits all model to sequencing, but there are some proven approaches that have been found to be effective:

1. Learner-Related: Considers learner characteristics such as prior experience, cognitive development, and motivation
2. World-Related: Considers sequencing based on the characteristics of the learning material itself
3. Concept-Related: Related concepts are presented together

With repetition, we're talking about the way we repeat information and practice it as a way to learn and remember it. Specific approaches to repetition/practice, namely distributed practice (when studying and/or practice is spread over multiple sessions over time) and interleaving (when learners study completely different examples of a given concept or topic that are spaced across time), have been found to improve learning (Taylor & Rohrer, 2010).

LEARNER IMPACTS
- Behavior
- Motivation
- Self-regulation

CAPABILITIES

- Cognitive Tools: Flash card and concept map creation
- Instruction: Multimedia active reading
- Instruction: Modularity

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Adaptive software
- Simple Technology: Spaced practice
- Content Support: Opportunities for repeated practice

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Sequencing and the Repetition of Content   SELF-ASSESSMENT INSTRUMENT

Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Purpose/ Model	The product strategy is aligned to sequence as a core principle of a learner-centered product. The product strategy is aligned to repetition as a core principle of a learner-centered product. The product strategy currently integrates the use of an evidence-based model of sequencing instruction.	The product team is exploring sequencing of instructional content and repetition as a core LDP for creating a more learner-centered product. The product strategy is exploring integrating an evidence-based model for the sequencing of instruction. The product strategy is exploring integrating a recommended evidence-based approach to repetition of content.	The product team considers sequence and repetition to be an important LDP for creating a more learner-centered product. The product strategy considers sequence and repetition at a high level but does not currently align to an evidence-based model.	The sequence and repetition LDP does NOT align to the product strategy and is not necessary to explore further.	= _____
Sequence and Repetition Application	The product uses a combination of domain specific and explicit sequence and repetition instruction. Higher-order Bloom's Taxonomy skills are used to determine how to best apply this principle to improve product design.	Principle is applied only to a specific area of the product and more focus on enhancing the sequence and repetition of instructional content is needed to improve principle application.	Product team thinks applying this principle would add value to their product strategy. Product team has applied similar principles to their product strategy.	This principle is NOT currently being applied to any area of the product and is NOT needed to improve the product.	= _____
Instructional Delivery	Sequencing and repetition of instructional content on a capability or service aligned to this principle has been gathered/reported on.	Product team is in early discussions about partnering with LD team to validate this principle with learners. Product team has specific capabilities they need to validate this principle with.	Product team needs more information about how this principle might be tested with learners using LD's validation services.	This principle does NOT need to be validated in order to inform product design & development.	= _____
Instructional Validation	Design & development are currently using validation reports to further align the principle and the product strategy.	Product team is currently exploring how validation results and recommendations could be used in product design & development.	Product team feels there is time in the schedule to include validation data to inform product design & development. Product team needs a consultation to learn more about validation services and results reports.	Validation data will NOT be used to inform product design & development.	= _____