

**Elaboration Theory:  
Scope and Sequence Decisions  
for Quality Instruction**

**Charles M. Reigeluth**

**Indiana University**

Printed by:  
The School Restructuring Consortium  
School of Education, Room 2276  
Indiana University  
Bloomington, IN 47405

Copyright 1998-2015 by Charles M. Reigeluth  
All rights reserved

Copies are available at reasonable rates from the above address.

# Table of Contents

<b>Chapter 1:</b> Introduction .....	1.1
Quality Instruction .....	1.1
Context of Scope and Sequence .....	1.1
1. Intervention Decisions .....	1.3
2. Fuzzy Vision of the Ends and Means .....	1.3
3. Scope and Sequence Decisions .....	1.4
4. Decisions about What Instruction To Select and What To Produce .....	1.4
5. Approach Decisions .....	1.4
6. Tactic Decisions .....	1.5
7. Media Selection Decisions .....	1.5
8. Media Utilization Decisions .....	1.5
9. Prototype Development .....	1.6
10. Mass Production of Instruction .....	1.6
11. Evaluation of Worth and Value .....	1.6
12. Implementation, Adoption, and Organizational Change .....	1.6
What's Next? .....	1.7
References .....	1.7
<b>Chapter 2:</b> Basics of Scope and Sequence .....	2.1
What Are Scope and Sequence? .....	2.1
Does Scope Make a Difference? .....	2.2
General Concerns for Deciding on Scope .....	2.2
Training Contexts .....	2.2
Education Contexts .....	2.3
Does Sequencing Make a Difference? .....	2.5
Types of Sequencing Strategies .....	2.5
Relationships Are the Key .....	2.5
Topical Sequencing .....	2.6
Spiral Sequencing .....	2.6

Which One Is Best? .....	2.7
General Guidelines for Sequencing .....	2.7
Is Sequencing Important? .....	2.7
What Kind of Sequence? .....	2.8
Design the Scope and Sequence .....	2.8
Design the Within-Episode Sequences .....	2.9
References .....	2.10
<b>Chapter 3:</b> Some Major Sequencing Strategies: Understanding the Theories .....	3.1
Hierarchical Sequence .....	3.1
What Is a Hierarchical Sequence? .....	3.1
When and Why to Use It? .....	3.6
Procedural Sequence .....	3.7
What Is a Procedural Sequence? .....	3.7
When and Why to Use It? .....	3.9
Elaboration Sequences .....	3.10
Task expertise .....	3.11
Domain expertise .....	3.13
What Is an Elaboration Sequence? .....	3.13
Simplifying conditions method .....	3.14
The conceptual elaboration sequence .....	3.17
The theoretical elaboration sequence .....	3.20
When and Why to Use It? .....	3.23
Other Sequences.....	3.24
History Courses.....	3.25
Historical thinking .....	3.26
Guidelines .....	3.27
Theory and Practice .....	3.28
What's Next? .....	3.28
References .....	3.29
<b>Chapter 4:</b> Hierarchical Sequencing: How To Do It .....	4.1
Hierarchical Task Analysis Process .....	4.1
How To Do It .....	4.1
Process Example by Charoula Angeli.....	4.5
Product Example by Charoula Angeli .....	4.7
Hierarchical Sequence Design Process .....	4.8
How To Do It .....	4.8
Process Example .....	4.10
Product Example .....	4.11
Practice Exercises .....	4.12
A Sample Problem and Scenario .....	4.13

What's Next? .....	4.13
References.....	4.13
<b>Chapter 5:</b> Procedural Sequencing: How to Do It.....	5.1
Procedural Task Analysis Process .....	5.1
How To Do It .....	5.1
Process Example .....	5.4
Product Example .....	5.5
Procedural Sequence Design Process .....	5.6
How To Do It .....	5.6
Process Example .....	5.7
Product Example .....	5.8
Practice Exercises .....	5.9
A Sample Problem and Scenario .....	5.10
What's Next? .....	5.10
References.....	5.10
<b>Chapter 6:</b> Simplifying Conditions Method: How to Do It .....	6.1
SCM Development Process .....	6.1
How To Do It .....	6.1
Phase 1. Prepare for analysis and design .....	6.2
Phase II. Identify the First Module .....	6.2
Phase III. Identify the Next Module .....	6.4
Job Aid for the Simplifying Conditions Method .....	6.8
Business Example of the SCM by Kathy Dye .....	6.9
Phase I. Prepare.....	6.9
Phase II. Identify the First Learning Episode .....	6.10
Phase III. Identify the Next Learning Episode.....	6.15
Education Example of the SCM by Bruce Peterson .....	6.22
Second Education Example of the SCM by Dan Kennedy.....	6.30
Practice Exercises .....	6.32
A Sample Problem and Scenario .....	6.33
What's Next? .....	6.33
<b>Chapter 7:</b> Conceptual Elaboration Sequence: How to Do It .....	7.1
Conceptual Sequence Development Process .....	7.1
How To Do It .....	7.1
Process Example by Amy Werner .....	7.9
Product Example by Amy Werner .....	7.13
Practice Exercises .....	7.17
A Sample Problem and Scenario .....	7.18
What's Next? .....	7.18
References.....	7.18

<b>Chapter 8:</b> Theoretical Elaboration Sequence: How to Do It .....	8.1
Theoretical Analysis Process .....	8.1
How To Do It .....	8.1
Examples of the Analysis Process and Its Results .....	8.4
Theoretical Elaboration Sequence Design Process .....	8.11
How To Do It .....	8.11
Examples of the Analysis Process and Its Results .....	8.13
Practice Exercises .....	8.22
A Sample Problem and Scenario .....	8.23
References.....	8.23