

Curriculum Instructional Design: Interacting Impacts

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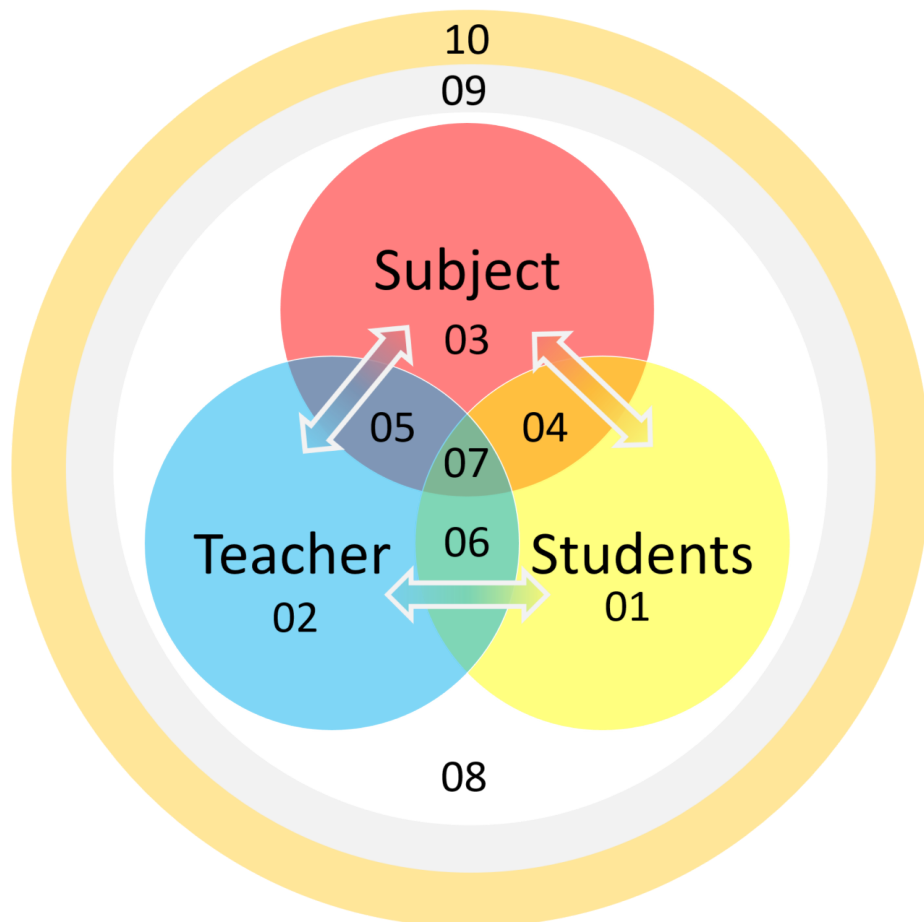
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Introduction

Teachers interact with learners in prescribed places for given periods of time. However, this describes only a narrow view. The learner exists in the larger world context. The content is part of a larger discipline. To be effective, the teacher must understand this complex set of interactions. The following graphic shows the ten areas (numbered 1-10) that might be considered by Curriculum Instructional Designers (CIDs): learner (1), teacher (2), subject matter (3), the interfaces between each of these are the interactions (4, 5, and 6) at the center of the Venn diagram, resides the self-directed learner (7), the 3 external circles represent from inside to outside: inner circle collaborative space (8) middle circle Classroom (9) and the external circle is the larger world (10).



Graphic representation of the Venn Diagram: Holistic Interactions

Impacts on Learner, Teacher, and Subject Matter

The learner, teacher, and subject matter act as the main focus of most concerns for Curriculum Instructional Design (CID). A sphere of concern and knowledge surrounds each of these elements. This bounds the extent of attention and interaction for each. Each of these plays a vital role in effective CID. Moreover, the focus of

designers on one aspect may change the resulting CID. In each classroom, different elements may take priority. All three elements inform CID equally. The teacher works with learners to master the subject matter. Also, it is important to see that there is a larger world that exists and should not be neglected.

Interacting Impacts

Learners interface directly with the subject matter. This occurs through specific instructional material and other outside sources such as media, movies, and television. Teachers interface with the subject matter as part of their formal education and in continuing professional development. Also, they interact with the subject matter in other informal ways through discussion with colleagues, readings, and information sources. Lastly, teachers and students interface at the point of instruction. This exchange occurs formally in the classroom during instruction. Also, this relationship develops in less formal ways while instruction unfolds over time.

Impacts of the larger world

Finally, the larger world impacts all of the elements listed above. Outside events and world happening influence what happens in the class. Teachers and learners do not exist in isolation. They cannot assume the classroom is insulated from things that happen outside. Both individual and societal experiences find their way into class experiences. All of these elements have the potential to create obstacles to the curriculum and provide potential opportunities for Curriculum-makers.

Citation

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