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The Importance of Cultural, Economic,

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Cultural Significance

Historically we have seen the education system take shape in a slow and convoluted fashion. This is largely due to the sociological changes that were occurring during the industrial revolution and the introduction of professionalism, and the social significance and stratification of these skills sets. Leone (1991) explains how the shift from education being a point of reference for individual growth, to an institutionalized system that grew in tandem with rise of the industrialized workforce; calling it a "universal and utilitarian instrument necessary to satisfy diverse cultural needs (p.4). What appeared to be problematic and may ring true today is the lack of a true criterion for pedagogy as was defined during the same period for the medical profession. The relationship between the study of education and the preparation of teachers lacked direct vision and focus, citing the confusion and turmoil over the nature of teacher training curriculum (p.5). Leone shows us how historically, the school of education that existed at that time attempted to do too much (from a reactionary posture), but really had no choice giving the demands of the rapidly expanding American school system (p.9).

We hear of the same type of concerns today as the technological age has come upon us presenting new challenges and opportunities for the education system; to catch up again. This foundation leads us to how the current education system functions today within the student /teacher relationship and learning. The current instructional design component involves the teacher to select and organize information, decide in which order the information is to be presented and then cause the student to practice with this information so that it may be recalled accurately and readily (Tripp, 1992).

Current ID models used in education also need to expand in order to address cultural diversity explicitly. Learner perceptions of the education process depend largely on the values, attitudes and behaviors of those within their cultural group (Powell, 1996). These learner characteristics need more attention within the instructional design framework in order to create meaningful instruction for the broadest range of learners. Basic learner analysis is and user centered designs are not enough because the product of instructional design process are shaped by the culturally influenced values, norms, beliefs and norms of the instructional designer (p 549). Branch citing Gagne, Brigs and Wagner (1992) suggest a pedagogical framework fore accomplishing exchanges where learners deconstruct and construct knowledge through cultural perspective. He introduces the replacing of cultural diversity with cultural pluralism, which requires action in order to realize any learner potential as opposed to mere diversity that simply recognizes a passive state of being. Cultural pluralism can be introduced in current ID models simply by including categorical detail of cultural constructs, and possibly introducing this concept within current instructional designer curriculum. Seals and Richey (1994) introduce an instructional design model that incorporates culture as part of an educational communication.

In summary, the *design* portion offers opportunity to scrutinize the origins of content to determine its validity and meaningfulness. *Development* seeks to study the impact inclusive ideas with have on the deliverability of those ideas. *Evaluation* offers opportunities to explicitly assess the instructional content relative to the values of the learner audience. *Management* seeks to insure issues of accessibility and equity are addressed with organization and institutions that delivery education and training.

Diffusion of innovations seeks to extend ideas of cultural pluralism beyond the surface

levels within an organization so it becomes a way of life. This model works in concert

with the instructional systems model, which identifies the procedures for realization.

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