


Chapter 6

Recognizing Curricular Infusions in Extant Online Learning Contents by Types and at Varying Scales

Shalin Hai-Jew

 <https://orcid.org/0000-0002-8863-0175>
Kansas State University, USA

ABSTRACT

Online learning exists in a dynamic environment, with changing research, applicable laws and policies, pedagogical approaches, and technologies. The changing external environment necessarily informs the curriculum given the need for learning relevance. Curricular infusions (CIs) occur as a practical method of integrating new elements into extant learning: values, ethics, thinking, knowledge, worldviews, practices, tools and technologies, and other elements. These infusions may occur at the most granular level of the learning object all the way to learning disciplines and domains. The method of curricular infusion enables adaptivity to occur with online learning without having to rebuild learning from scratch, so infusions could be additive to particular learning sequences or integrated with the learning objects, and other aspects of designed online learning. This work explores some of the prior research into curricular infusions and introduces some basic ways to reverse engineer curricular infusions in extant online learning.

DOI: 10.4018/978-1-5225-9833-6.ch006

INTRODUCTION

The moment an online learning object or module or course or program or discipline is created, it starts to date out, sometimes gradually, sometimes precipitously. Parts of the learning contents become less relevant to contemporaneous learners. The pedagogical approaches leave a feeling that the learning is designed for other learners, maybe those of a different generation or background or culture. New ethical guidelines in the domain go unaddressed. The technologies start to show their age, or they fail to function altogether. “Curricular infusion” (CI), integrating new learning contents into existing learning contents, programs, and practices, may be a fairly low-cost way to revise and update such contents, without requiring fundamental redesigns. These are popular approaches because of the lighter footprint and lesser costs for such piecemeal updating. CI enables working through campus politics and “presents a viable, cost effective method because it obviates obstacles and limitations inherent in the creation, approval, and implementation of new courses of purely international focus” (Guerin, 2009, p. 613).

The idea of curricular infusions had its apparent heyday back in the 1960s (Figure 1), but it’s a concept and a practice whose time has arrived again. The rising line graph presages a powerful future for this practice in addition to the efficiencies of this approach.

Curricular infusions are seen as practical in enabling “a viable, cost effective method because it obviates obstacles and limitations inherent in the creation, approval, and implementation of new courses” focused on the topic (Guerin, 2009, p. 613). This cost savings also extends to institutional levels, such as the infusing of international perspectives across a range of core curriculums, disciplines, and

Figure 1. “Curricular Infusion” in Google Books Ngram Viewer



27 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/recognizing-curricular-infusions-in-extant-online-learning-content-by-types-and-at-varying-scales/236777

Related Content

Original Teaching Materials and School Activities for Students With an Intellectual Disability

Ryoichi Ishitobi, Fumio Nemoto, Youko Sugita, Susumu Nakamura, Toru Iijima, Azusa Takatsu, Mimiko Taniuchi, Kaoru Harada, Yoshie Kanno, Kota Tagami, Shodai Tanaka, Masayuki Yamashita and Shigeru Ikuta (2019). *Handmade Teaching Materials for Students With Disabilities* (pp. 111-131).

www.irma-international.org/chapter/original-teaching-materials-and-school-activities-for-students-with-an-intellectual-disability/209989

My Life, My Story: A Narrative Life History Activity to Humanize the Veteran Patient Experience

Susan Nathan, Andrea Wershof Schwartz and David R. Topor (2020). *Cases on Instructional Design and Performance Outcomes in Medical Education* (pp. 70-91).

www.irma-international.org/chapter/my-life-my-story/258514

An Online Professional Learning Series: Preparing P-12 Educators to Teach in Online SEL Environments

Kate Shively and Rachel Louise Geesa (2023). *Exploring Social Emotional Learning in Diverse Academic Settings* (pp. 271-295).

www.irma-international.org/chapter/an-online-professional-learning-series/321394

From Educational Innovation to Educational Design

Mohamed Khaldi (2024). *Innovative Instructional Design Methods and Tools for Improved Teaching* (pp. 36-59).

www.irma-international.org/chapter/from-educational-innovation-to-educational-design/339504

The Post-COVID-19 Impact on Distance Learning for New Zealand Teachers

David Parsons, Tim Gander, Karen Baker and Darcy Vo (2022). *International Journal of Online Pedagogy and Course Design* (pp. 1-16).

www.irma-international.org/article/post-covid-impact-distance-learning/295955