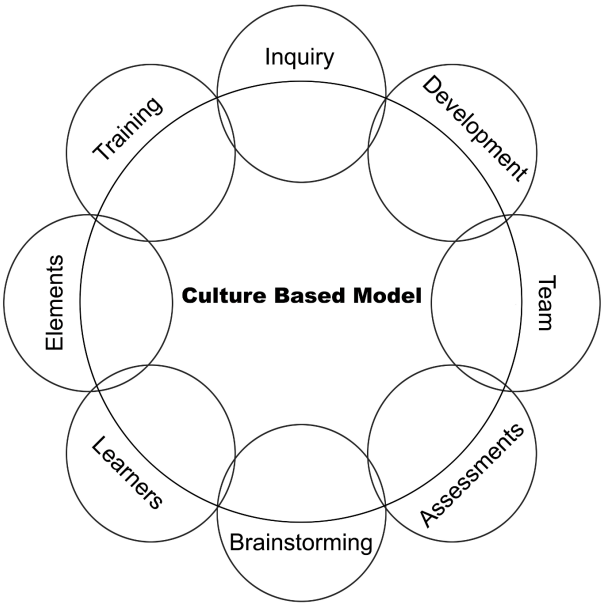
Chapter III
The Culture-Based Model Framework

The incorporation of culture in the design process is not a simple task. It is one with multiple layers of depth and complexity. But it is also not impossible. CBM captures the nature of culture in design by providing designers with guidance in creating, replicating, modeling, planning, understanding, monitoring, researching, analyzing, integrating, enhancing, communicating, managing, and assessing culture in ICTs.

WHAT IS CBM?

CBM is an intercultural instructional design framework that guides designers through the management, design, development, and assessment process while taking into account explicit culture-based considerations. The framework provides design guidance from the inception of an idea to its completion and beyond. Guidance is approached from the target audience's perspective. This type of situatedness is consistent with constructivist theories and research that, to build ICTs for individuals or groups, the design must be situated from the target audience's perspective (Bednar, Cunningham, Duffy, & Perry, 1992; Brown, Collins, & Duguid, 1989; Bruner, 1985; Lave & Wenger, 1991; Resnick, 1987; Rogoff & Lave, 1984; Vygotsky, 1978).

Figure 3.1. The culture-based model: ID-TABLET—A model of culture



CBM represents a contemporary example of a model of culture (Young, 2008). It is symbolized by the graphic representation of a circle encased by other circles to demonstrate its iterative functioning and self-selection process (see Figure 3.1). The functioning symbolizes how the model continues to work like a machine with each active component responding to the next. The self-selection allows designers to choose which areas best meet the needs of the project. CBM comprises eight areas consistent with the acronym ID-TABLET: **I**nquiry, **D**evelopment, **T**eam, **A**ssessments, **B**rainstorming, **L**earners, **E**lements, and **T**raining.

In classifying CBM in the field of instructional design, it might be referred to as a product-oriented model versus a classroom or systems oriented model. Product-oriented models focus on the development of products. These models have been developed by researchers in the fields of computer-aided software engineering (de Hoog, de Jong, & de Vries, 1994), video production (Bergman & Moore, 1990), distance education, e-learning (Bates, 1995), curriculum development, computer-assisted design (Nieveen, 1997) and instructional design (Seels & Glasgow, 1998). This line of research exemplifies the complex process of product development and the multifaceted needs across disciplines.

Related Content