# Article information:

The role of context in learning and instructional design - ProQuest
<https://www.proquest.com/docview/1530145731/D606648A0DE34015PQ/1?accountid=34544>

# Article summary:

1. Context is a pervasive and potent force in any learning event, yet instructional design models often overlook its importance.

2. The article proposes a contextual analysis phase in the instructional design process to address the influence of context on learning and performance.

3. The role of context in instructional design is supported by theories such as general systems theory and communications theory, which emphasize the importance of considering contextual elements.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "The Role of Context in Learning and Instructional Design" discusses the importance of context in the instructional design process. While the article provides some valuable insights into the role of context, there are several areas where it falls short.

One potential bias in the article is its focus on the positive aspects of context and its potential to facilitate learning and performance. The authors argue that context can be a resource to be exploited rather than an obstacle to be overcome. While this may be true in some cases, it fails to acknowledge that context can also have negative effects on learning and performance. For example, a distracting or unsupportive learning environment can hinder students' ability to concentrate and engage with the material.

Additionally, the article does not provide enough evidence or examples to support its claims about the impact of context on learning and transfer. The authors mention their own research and development activities, but do not provide specific details or findings from these studies. Without this evidence, it is difficult to fully evaluate the validity of their claims.

Furthermore, the article does not adequately address potential counterarguments or alternative perspectives on the role of context in instructional design. While it briefly mentions different orientations to context (minimalist, instrumentalist, spiritualist), it does not explore these perspectives in depth or consider how they might influence instructional design practices.

Another limitation of the article is its lack of consideration for potential risks or drawbacks associated with incorporating contextual elements into instructional design. While it emphasizes the need for designers to accommodate context, it does not discuss any potential challenges or limitations that may arise from doing so. For example, designing instruction that is highly specific to a particular context may limit its applicability in other settings.

Overall, while the article raises important points about the role of context in instructional design, it lacks sufficient evidence and fails to fully explore alternative perspectives or potential risks associated with incorporating contextual elements into instructional design practices. A more balanced and comprehensive analysis would have provided a more nuanced understanding of the topic.

# Topics for further research:

* Negative effects of context on learning and performance
* Research findings on the impact of context on learning and transfer
* Alternative perspectives on the role of context in instructional design
* Challenges and limitations of incorporating contextual elements into instructional design
* Risks associated with designing instruction specific to a particular context
* Comprehensive analysis of the role of context in learning and instructional design

# Report location:

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