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Crichton, S., & Kinsash, S. (2013). Enabling learning for disabled students. In Michael Grahame Moore's (Ed.) *Handbook of Distance Education*, New York: Routledge, 216-230.

Researchers illustrate how tablet devices may serve as customized learning support for K-12 students with disabilities. Authors discuss a pilot study where iPads were integrated into five K-12 Canadian schools with “significant disabled populations” and results indicate students engaged more with course material through use of assistive apps and settings and used the device to frequently communicate with their peers. *(Note: We genuinely believe that our students are mobile citizens and acknowledgment of the mobility of our students implies an increased value for portable digital devices.)*

Essmaker, G. M. (2012). How designers by assignment in community colleges apply universal design principles to online course designs to accommodate aging learners (Doctoral Dissertation). Retrieved from UMI 3508219.

A qualitative survey of course designers at community colleges to see if age-related needs were addressed in course design. Studies indicate little to no familiarization with universal design or lacking true practice of ud principles. *(Note: Study showcases the needs of the aged learner.)*

Hoffman, J. F. (2013). *Disability: faculty knowledge, awareness, perceptions* (Doctoral Dissertation). Retrieved from UMI 3574918.

This quantitative study assesses faculty knowledge, awareness, and perceptions about student disabilities and accessibility mandates in one four-year university in the United States. Results showed that faculty had more experience with learning, speech, visual, and hearing-impaired learners—Not so much for those with mobility or psychiatric disabilities. It is suggested that accessibility and sensitivity training be available to increase knowledge and improve perceptions about the different disabilities. This is a current study addressing a number of issues pertaining to disabilities. *(Note: It is not new that more accessibility training is generally needed in higher education but this study provides really good detail about some of the student issues. Consider reading and forwarding this your Director of the Office of Institutional Equity.)*

Hannon, J. and D'Netto, B. (2007). Cultural diversity online: student engagement with learning technologies. *International Journal of Educational Management*, 21(5), 418-432.

The purpose of this quantitative research was to focus on how students from different cultural and linguistic backgrounds encounter online learning environments and to assess the extent to which cultural factors impact on learners' engagement with online learning. Three randomly selected online courses consisting of 360 undergraduate and graduate students who were studying online in a Division of Business at a large Australian university were surveyed. . One hypothesis in the study was that learners from different cultural backgrounds usually do not experience online programs as culturally inclusive, in both engagement with content and with the teaching and learning environment. While there was no significant difference in responses between local and international students, an emerging theme identified issues with communication. Over half of students did not think it was easy to get along with others in the class and less than half did not enjoy contributing to discussion boards to fellow students and expressing a point of view. *(Note: We certainly believe this to be true and it would be generalizable since in an online course, we lose visual cues that help the communication process. This is why it is important to continue to understand online communication.)*

Keeler, C. G. & Horney, M. (2007). Online course designs: are special needs being met? *American Journal of Distance Education*, 21(2), 61-75. DOI: 10.1080/08923640701298985.

Empirical qualitative research by Keeler and Horney of 22 online high school courses identify design elements for special-needs populations and frequency of these design elements. Authors provide implications of the 38 salient design elements identified in the study. In connection to universal design, this empirical research emphasizes the importance of visual design: provide text for visual elements, determine the amount of images per page based on target populations, and provide alternatives to moving images are some examples. (*Note: This research can be used to bring awareness about barriers to online learning. These barriers include design decisions and programs needed to proactively aim to resolve these barriers from the students learning process.*)

Klein, S. & Lalla, S. (2011). Digital ecologies: observations of intercultural interactions in learning management systems, *Cultural, Communication and Cyberspace*, Baywood Publishing, 229-244.

This chapter discusses various cultural variables by Hall, Hofstede, and Hampden-Turner and Trompenaars about intercultural variables that impact intercultural interactions in learning management systems. Theoretical discussion of context, diffuse and specific, and individualistic and collectivistic cultures provide the background for cultural awareness of intercultural interactions. (*Note: This chapter introduces a number of theories from different disciplines to help you explore the complexity of communication in a global digital environment as it pertains to an LMS.*)

Saxena, M. (2011). Learner analysis framework for globalized e-learning: a case study, *The International Review of Research in Open and Distance Learning*, 12(5), 93-107.

This article described a study about the challenges and strategies that are used to improve effectiveness of cross-cultural studies impacting globalized learning programs. A new model of cultural competence was suggested to improve effectiveness of learner analyses. (*Note: This article reintroduces the question that is often missing in instructional design, i.e., what are we doing to learn more about our e-learners?*)

Willems, J., & Bossu, C. (2012). Equity considerations for open educational resources in the globalization of education. *Distance Education*: 33(2), 185-199.

Authors formulate a strong argument for under-representation of languages in online education that are, nonetheless, widely spoken and used on the World Wide Web. Issues of globalized education lead authors to formulate “e-inclusive” principles in online education. (*Note: This article brings the experience of multilingual students closer to the center of the conversation about online teaching and learning. In other words, the globalization of education prompts educators to recognize that our students speak, write, and read in multiple languages.*)

Yildiz, S. (2009). Social presence in the web-based classroom: implications for intercultural communication. *Journal of Studies in International Education*, 13(1), 46-65.

Researcher examines the perception and application of ‘social presence’ in an online course by comparing language strategies used by native and non-native graduate students in two graduate courses. Data collected through discussion board postings by students and faculty, including face-to-face and email interviews with participants. Qualitative analysis of interview data along with quantitative, context analysis based on Rourke’s content analysis template for assessing social presence by the researcher and a second coder led to the conclusion that greater investigation into the relationship between social presence and quality would be beneficial for online teaching and learning researchers. (*Note: This article identifies varied research tools for intercultural communication and online instruction researchers. Also, note the critical role social presence plays in online courses, including intercultural aspects.*)