

Chapter 5

Cultural Implications of E-Learning Access (and Divides): Teaching an Intercultural Communication Course Online

Pauline Hope Cheong
Arizona State University, USA

Judith N. Martin
Arizona State University, USA

EXECUTIVE SUMMARY

This chapter presents a case study of developing and teaching an intercultural communication (IC) course online, within the context of a department in a large research University in the U.S. In so doing, we discuss a broadened and recursive model of cultural access and divides in E-learning. Expanding on Van Dijk's (2005) framework, the authors present several ways in which their IC course attempts to address multiple pathways of E-learning access, including motivational, material, skills and usage access. They describe both the successes and challenges of meeting the goals of e-learning access with specific examples of the content, activities, assignments, pedagogical strategies, and student assessment in this online course. Finally, they identify challenges of this e-learning at the micro and macro level context—in the course, university writ large and in the communication discipline.

DOI: 10.4018/978-1-4666-1885-5.ch005

INTRODUCTION: UNDERSTANDING E-LEARNING ACCESS

Increasing numbers of students are enrolling in online courses in institutions worldwide (Allen & Seaman, 2007). The internationalization of higher education and popularity of applying a global approach to education is increasingly facilitated by the use of communication technologies in E-learning (Burbules, 2000). An important topic in new media use is the issue of access, related to the ‘digital divide’ or the technological chasm between information haves and have-nots which is of concern among policy makers and educators both in the United States and abroad (Warschauer, 2003). As van Dijk (2005) and others suggest, the digital divide is more than just a question of access to computer software, but rather includes technocapital on many levels including: mental, material, skills, and usage. Furthermore, in many places in the world, technocapital is in competition with basic necessities of life (Olaniran & Agnello, 2008).

There is a research gap in considering the cultural implications of E-learning access and (on the flip side, divides). In particular, there are cultural aspects of socio-technical divides that tend to be overlooked in E-learning (Ess & Sudweeks, 2005; Schwartzman, 2007). E-learning technologies should not be considered *fait accompli* but recursively constructed and defined by a host of psychological, social and political influences and actors (Dutton, Cheong & Park, 2004). In this paper, we present a case study of developing and teaching an intercultural communication (IC) course online, within the context of a department (subsequently referred to as ‘the department’) in a large research University (‘the University’) in the U.S. In doing so, we discuss a broadened and recursive model of cultural access in E-learning, to encompass access to communication technologies, information, people and services associated with online pedagogy. This paper has theoretical and practical implications for educators’ curricula design and implementation of E-learning courses.

BACKGROUND AND SETTING THE STAGE

We begin by first discussing the backdrop and circumstances leading to this IC course development. The online course was first delivered as a face-to-face course (Elements of Intercultural Communication), an integral part of the department’s offerings - a popular major choice among undergraduates. The course is designed “as an introduction to the basic concepts, principles, and skills for improving communication across racial, ethnic and cultural differences.” The course has been offered each semester since Fall 2006. The course is always enrolled to the maximum capacity (30 students) and there is usually a waiting list of students. While the

17 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/cultural-implications-learning-access-divides/68060

Related Content

Self-Directed Learning as the Foundation for Student Success in Open-Distance Education Context in South Africa

Nduduzo Brian Gcabashe (2026). *Advancing Access, Self-Directed Learning, and Ethics in Open Distance E-Learning* (pp. 187-198).

www.irma-international.org/chapter/self-directed-learning-as-the-foundation-for-student-success-in-open-distance-education-context-in-south-africa/410056

Evaluating the Geography E-Learning Materials and Activities: Student and Staff Perspectives

Karen Filland Louise Mackay (2009). *E-Learning for Geographers: Online Materials, Resources, and Repositories* (pp. 222-235).

www.irma-international.org/chapter/evaluating-geography-learning-materials-activities/9108

Five Factors for Planning

Katy Campbell (2004). *E-effective Writing for E-Learning Environments* (pp. 1-38).

www.irma-international.org/chapter/five-factors-planning/8963

Evaluation Models for E-Learning: Experiences in Teaching Archaeology

Cèsar Carreras (2008). *E-Learning Methodologies and Computer Applications in Archaeology* (pp. 64-78).

www.irma-international.org/chapter/evaluation-models-learning/9117

Emphasizing Diversity through 3D Multi-User Virtual Worlds

Mary Beth Klingerland Teresa L. Coffman (2011). *Handbook of Research on Transformative Online Education and Liberation: Models for Social Equality* (pp. 86-106).

www.irma-international.org/chapter/emphasizing-diversity-through-multi-user/48866