



# Web-Based Teaching and Learning across Culture and Age

*Fengfeng Ke, Alicia Fedelina Chávez*

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With limited empirical research available on online teaching across cultures especially with Native and Hispanic American students, this book will present the findings of a two-year, Spencer-funded study in creating an inclusive (i.e., multicultural and intergenerational) instructional design model for online learning. The book is expected to provide the readers a field guide of teaching approach (comprising pedagogical, technical, relational and other suggestions for teaching) for inclusive e-learning, with a foundation in the research on how students from different cultures and generation groups learn online.

This two-year, multi-course-site study, as a first effort to examine online college teaching and learning effective across culture and age, contributed a list of important findings on the following questions:

- To what extent are online learning and interaction experiences and performances consistent across varied ethnic/cultural, and age groups and in what ways do they vary?
- What online instructional contexts do students and faculty, especially non-traditional and minority students, identify as supporting learning and student success?
- What are the relationships between online instructional contexts, online learning performance, and learning success of students with diverse ethnicity/culture and age background?

By consolidating the findings for the aforementioned research questions, the researchers of this study have developed a data-driven online instructional design model that can work as a field guide on cross-cultural and intergenerational teaching and learning for online education practitioners.

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