

Online Workplace Learning Model – Annotated Bibliography

Belz , J.A . 2005 . Telecollaborative foreign language study: A personal overview of praxis and research . In D . Hiple & I. Thompson , Selected papers from the 2004 NFLRC Symposium on distance education, distributed learning, and language instruction . Retrieved from:
<http://nflrc.hawaii.edu.login.ezproxy.library.ualberta.ca/NetWorks/NW44> .

Looks at the use of online learning that combines both language learning and intercultural training.

Cameron, H., & Limberger, J. (2004). Online learning: Cross-cultural development in time poor environments. *Journal of European Industrial Training, 28(5), 429-439.*

Abstract: Faced with a unique problem of providing cross-cultural awareness training on a continuing basis, Griffith University, located in Brisbane, Queensland developed an innovative program to meet the challenges it faced. A key strategy in the University's Indigenous Recruitment Strategy was to establish a cross-cultural awareness program sensitising university staff to employment matters affecting indigenous Australians. The reality of developing, implementing and sustaining such a program meant that factors that operate in any large organisation, particularly where flexibility in releasing staff to participate in staff development programs is limited, were particularly problematic. The end product, "Please Explain: Indirect Discrimination in the Workplace", has translated the concepts of cross-cultural awareness, traditionally expressed through verbal means, into a staff development resource accessible in multiple formats: print, online, video and audio. The project is an excellent example of how unique solutions can be found to tackle seemingly insurmountable problems, and of how the completely different arenas of information communication technology, staff development, cross-cultural awareness and anti-discrimination training can come together in synergistic reality.

Cheng, B., Wang, M., Moormann, J., Olaniran, B. A., & Chen, N.-S. (2012). The effects of organizational learning environment factors on e-learning acceptance. *Computers & Education, 58(3), 885-899.*

This article could be used to support the importance of organizational, managerial, and coaching support for online workplace training courses, to increase perceived usefulness, motivation, and intention to use course material on-the-job.

Abstract: Workplace learning is an important means of employees' continuous learning and professional development. E-learning is being recognized as an important supportive practice for learning at work. Current research on the success factors of e-learning in the workplace has emphasized on employees' characteristics, technological attributes, and training design elements, with little attention to workplace contextual effects. The study aims to investigate the impacts of organizational learning environment factors, including managerial support, job

support, and organizational support, on employees' motivation to use a workplace e-learning system.

The results suggested that employees' perceived managerial support and job support had a significant impact on their perceived usefulness of the e-learning system for individual learning, and that perceived organizational support had a significant influence on the perceived usefulness of the e-learning system for social learning. Perceived usefulness for individual learning was found to completely mediate the environmental influences on individuals' motivation to use the system, while perceived usefulness for social learning made partial mediation in the effects of the environmental factors on intention to use. In addition, perceived job support was found to have moderating effects on the relationship between employees' perceived usefulness of the e-learning system and their intention to use the system. Consistent with previous findings, employees' perceptions about the usefulness of the e-learning system have significant effects on their intention to use the system in the work setting.

Emke, M., & Stickler, U. (2011). *Literalsia: towards developing intercultural maturity online. Language, Learning & Technology, 15(1), 147+.*

Abstract: The European Union funded LITERALIA project connected adult language learners from four countries with the help of an online workspace and supported visits. The project was based on Tandem principles, whereby learners of different languages support one another in learning one another's language and culture, in turn taking on the roles of learners and expert informants. This article analyses project participants' intercultural learning and shows their development of intercultural maturity online. Qualitative data collected through observation, feedback and interviews are analysed and used to present a description of adults' experiences in intercultural learning. The study focuses on adult learning, drawing in particular on Mezirow's concept of "perspective transformation" (Mezirow, 1981), a concept applied to intercultural experiences by Taylor (1994). Three different models of intercultural learning--all of them multidimensional and multifaceted--have influenced our research: (a) intercultural competency (Taylor, 1994); (b) intercultural communicative competence (Byram, 1997); and (c) intercultural maturity (King & Baxter Magolda, 2005). However, few studies have been conducted in this area that integrate online interaction in non-formal learning settings as our study attempts.

Helm, F. (2009). *Language and culture in an online context: what can learner diaries tell us about intercultural competence?. Language and Intercultural Communication, 9(2). 91-104.*

Abstract: Assessing the development of intercultural competence is not an easy task; it is not a visible process, nor is it a linear process. Diaries can bring some less visible aspects of intercultural competence to light, particularly, when learners are asked to reflect on certain issues and to report their reactions to an intercultural exchange. This study showed how an analysis of a corpus of diaries using quantitative corpus-processing tools can provide some insights into attitudes and knowledge across a group of learners involved in an intercultural exchange, while acknowledging that for a study of the process of intercultural development more qualitative methods are also (Belz et al., 2005; Byram et al., 2006) necessary. The case study of Fabio showed that instances of Byram's *savoirs* can be revealed in a learner's diaries but, as researchers have already pointed out (Vogt, 2006), it is difficult to attribute the origin of these: were they already present in the learner or did they develop as the project evolved?

Liaw, M. L. (2007). *Constructing a "Third Space" for EFL learners: Where language and cultures meet. ReCALL, 19(02), 224-241.*

Abstract: Examines the use of web-based learning with students in Taiwan for both EFL language learning, combined with intercultural learning. There were a total of 4 units. For each unit, students read an article with the help of e-referencing tools, and posted it on a discussion forum. An analysis of the students' forum entries revealed increases in the length and complexity of sentences in their writings, as well as reductions in grammatical errors, as more units were completed. As for intercultural learning, the learners were asked to read articles related to intercultural competence and post responses on an asynchronous online discussion forum. The forum entries were analyzed using Bryan's assessment criteria (2000). The content analysis of the forum entries demonstrated different types of intercultural competences. Most forum responses demonstrated the category of "knowledge about another country or culture" and "interest in other people's way of life". However there were limited entries that demonstrated "ability to change perspectives" (n=2) or knowledge about intercultural communication (n=4). Using their own culture as a starting point, along with the internet and e-referencing tools for support along the way when reading and writing in English cultural issues, gave students a sense of confidence.

McLoughlin, C. (2001). Inclusivity and alignment: Principles of pedagogy, task and assessment design for effective cross-cultural online learning. *Distance Education, 22(1), 7-29.*

Abstract: This article discusses appropriate pedagogy for cross-cultural online learning. Specifically instruction needs to be inclusive, constructive, collaborative, intentional, conversational contextual, and reflective. Learning from each other in teams and communicating and engaging in dialogue and different communication activities is important. The article also examines how to reach high-levels of cultural inclusivity.

Wang, L., & Coleman, J.A. (2009). A survey of Internet-mediated intercultural foreign language education in China. *ReCALL, 21(1), pp. 113–129.*

Abstract: Online language instruction that incorporates intercultural education.

Williams, S. W., Watkins, K., Daley, B., Courtenay, B., Davis, M., & Dymock, D. (2001). Facilitating Cross-Cultural Online Discussion Groups: Implications for Practice. *Distance Education, 22(1), 151-67.*

Abstract: Discusses the issues and challenges of facilitating cross-cultural online discussion groups and suggests strategies for successful facilitation in an online cross-cultural learning environment.

Yang, D., Olesova, L., & Richardson, J. C. (2010). Impact of Cultural Differences on Students' Participation, Communication, and Learning in an Online Environment. *Journal of Educational Computing Research, 43(2), 165-182.*

Abstract: Being aware of cultural differences and knowing how to deal with related differences is critical for the success of online learning and training that involves learners from multiple countries and cultures. This study examines the perceived differences of participants from two different cultures on (1) students' participation behaviors; (2) students' communication styles; and (3) the impact of cultural differences on their participation, communication, and learning in an online course. Results suggest that the two groups participated equally but communicated differently in asynchronous online discussions. In addition, the overall points gained by the two groups from their weekly online discussions differed significantly which may be a result of communication styles and participation

behaviors. This study has implications for designing and implementing effective online learning environments in an increasingly globalized world of online learning for researchers, instructors, designers, and students.

**Ziegahn, L. (2005). Critical Reflection on Cultural Difference in the Computer Conference. *Adult Education Quarterly*, 56(1), 39-64.
doi:10.1177/0741713605280161**

Abstract: Talks about the use of **asynchronous online discussions for reflection in intercultural learning**, in a graduate course exploring cultural. Results revealed that beliefs about cultural difference were mediated through critical self-reflection approaches through which students linked cultural positions to inequity, embraced negative emotions, questioned prejudices, reframed underlying premises, and linked experiences to previously learned habits. Online discussion was strongly influenced by the topics of race and, secondarily, by experience as marginalized biculturals or international sojourners.