Online instruction relies on visual display designs for the electronic presentation of instruction. Despite the significant differences from face-to-face instruction, there is a paucity of research of the impact of cultural differences on online learners. Yet, both K-12 and Higher Education invest heavily in professional development to ensure that cultural differences are accommodated in face-to-face instruction. This collaborative research study investigates whether online learners in IHEs, from different cultures, vary in their responses to pedagogical and course design features and to the application of visual display design principles. Preliminary results among Asians, Hispanic/Latinos, Middle Easterners, African Americans, Caucasians, and Native Americans show that there are examples of statistically significant differences. IHEs appear to assume that all online students, including international students from different cultures, respond in the same manner to course design features and visual display principles. Currently, the research team includes collaborators from seven international countries. This is an equity issue.

Presenter: Ed Meyen
Co-Presenters: Charlene Hu and Sarah Tham