Cross-Cultural Collaborations: Building a Community of Learners Using Internet-based Videoconferencing

This study examines the experiences of students and faculty in an advanced ID course, offered simultaneously at two universities in different countries, and connected through synchronous (Internet-based video conferencing) and asynchronous (online discussions) means. The graduate course was designed to develop students’ instructional design skills using a case-based approach. The course was adapted in the partner university and synchronous videoconferencing sessions were held to discuss cases together. In addition, online discussion forums were used to share ideas about the issues involved in cases.

The paper sought answers for the following research questions:

1. What are the experiences of students and instructors in using videoconferencing for facilitating a cross-cultural course?
   a.  What are the benefits of using videoconferencing in a cross-cultural course?
   b.  What are the limitations of using videoconferencing in a cross-cultural course?
2. What are the dynamics of facilitating cross-cultural case-based discussions using internet-based video conferencing?