

The Impact of Interactive E-Learning Pedagogy in the Core Content of Cultural Dimensions Across Curriculum

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Abstract

This study aims to analyze the impact of interactive e-learning pedagogy in understanding the relevance of cultural dimensions across curriculum in the Higher Education Institutions. This interactive e-learning pedagogy refers to the different cultural dimension videos, images, and other interactive elements included in the core content of the lessons particularly in the professional education subjects. The research method used in this study is theoretical and grounded theory design. Then content and thematic analysis was used in analyzing the data gathered. The participants were the fifty pre-service students from the College of Education, Mindanao State University-Iligan Institute of Technology, Philippines during the school year 2015-2016. Based from the findings of the study, learners are fully engaged and motivated to learn once it has high quality and meaningful content, integrate visual components. Another findings emphasize the boost knowledge retention rates which offer learners the opportunity to gauge their progress and summarize the content they have learned. Emotional responses also help to acquire and retain new information skills. Including videos that may elicit an emotional response or images that may allow them to personally relate to the subject are keys to interactive experiences. Encourage group collaboration which develops learners to communicate with one another entered around asynchronous learning. Finally, an interactive eLearning pedagogy includes a variety of different multimedia elements and is aesthetically appealing to be more interactive than one that relies upon solely text content. In conclusion, interactive eLearning pedagogy has great impact in the core content of cultural dimensions across curriculum.

Keywords: Cultural, Interactive, E-Learning Pedagogy

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Introduction

This study aimed to analyze the impact of interactive e-learning pedagogy in understanding the relevance of cultural dimensions across curriculum in the Higher Education Institutions. This interactive e-learning pedagogy refers to the different cultural dimension videos, images, and other interactive elements included in the core content of the lessons particularly in the professional education subjects. Specifically, this qualitative research study also aimed to analyze and contextualize various phenomenological experiences and perspectives of diverse culture in social dimensions as a tool in getting into globalization and internationalization of Higher Education Institutions in the ASEAN Framework scenario because culture has so many meanings and uses in higher education research that this variety may seem frustrating to a reader who is not familiar with the traditions of cultural studies (Valimaa, 2008).

Statement of Objective

The aim of this study was to generate a theory on the impact of interactive eLearning pedagogy in the core content of cultural dimensions across curriculum.

Literature Review

Valimaa (2008) argues that “Culture has so many meanings and uses in higher education research that this variety may seem frustrating to a reader who is not familiar with the traditions of cultural studies”. This implies that pre-service education students who will be the future teachers, need to familiarize the content of cultural studies in higher education curriculum. It is very important to know the concept of cultural dimensions across curriculum because this will be the basis of what pedagogy fits to the types of learners.

Furthermore, Marginson & Van der Wende (2007) strongly emphasize that “in global knowledge economies, higher education institutions are more important than ever as mediums for a wide range of cross-border relationships and continuous global flows of people, information, knowledge, technologies, products and financial capital. Even as they share in the reinvention of the world around them, higher education institutions, and the policies that produce and support them, are also being reinvented”. This means that higher education institutions have a great role in globalization through the use of technology in the teaching and learning process. Meaning, through the use of e-learning pedagogy in higher education curriculum can help in learning the cultural context of the different cultures in the global arena.

Indeed, Serradell-López, Lara-Navarra & Casado-Lumbreras (2012) explain that “Higher education institutions are crucial in the present. Universities play a role that varies with time and evolves with society. Globalization is changing the world and affecting higher education institutions in all their intrinsic characteristics: personnel, programs, infrastructures and students”. Thus, there should be interactive e-learning pedagogy to be used across curriculum.

In addition, Otten (2010) “provides an orientation for setting up diversity activities and diversity plans aimed at intercultural learning and presents the theoretical and

conceptual framework of an understanding of intercultural learning”. Hence, there must be an integration of cultural dimensions content through interactive e-learning pedagogy.

According to Waldner, Nemetz, & Steinberger (2008) “the trend towards more didactics in eLearning and the increased usage of new media makes the design and development of courses increasingly complex”. The ideas of Waldner et al. have emphasized that e-learning instructional design with the core content of cultural dimensions helps the learners in their thorough understanding about cultural diversity. It is supported by Stojanovic, Staab & Rudi (2001) “eLearning is fast, relevant and just-in-time learning grown from the learning requirements of the new, dynamically changing, distributed business world”. Santos (2008) “Dynamic support in adaptive inclusive educational systems depends on properly managing the adaptation in the eLearning life cycle by combining design and runtime adaptations and making a pervasive usage of standards along the eLearning life cycle”. Ahdell & Andresen (2001) “Interactivity, flexibility, competition, reality, usability and drama elements are all features that will create engagement for the user of games and simulations in eLearning”.

In addition, Loy (2014) stipulates that “eLearning has matured from the basics of lecture capture into sophisticated, interactive learning activities for students”. So, the theory of constructivism, progressivism and pragmatism should be used as guide in content and pedagogy of teaching the learners particularly in the higher education institutions. Sanders & Udoka (2010) explain that “effectiveness and efficiency of eLearning, therefore, has to address a variety of issues, including the role of eLearning in knowledge and learning, its contribution to competent performance, its relationship to organizational transformation, and strategies for embedding it into other forms of electronic interaction”. Hence, the curriculum needs interdisciplinary content knowledge with culturally responsive pedagogy.

Moreover, Monahan, McArdle & Bertolotto (2008) emphasize that “with the advent of the Internet however, e-learning has evolved and the term is now most commonly used to refer to online courses. A multitude of systems are now available to manage and deliver learning content online. While these have proved popular, they are often single-user learning environments which provide little in the way of interaction or stimulation for the student”. This implies that interactive e-learning pedagogy is needed in diverse classrooms.

Similarly, Singh & Hardaker (2014) argue that “levels of eLearning adoption would be higher if strategic managers recognized the social dimensions of eLearning innovation and diffusion, such as: academic and professional goals, interests and needs; technology interests; patterns of work; sources of support; and social networks”. This means that the 21st century skills such as creative, innovative, collaborative, communicative and digital, critical literacy are needed in the designing interactive e-learning pedagogy by integrating the core content of cultural dimensions across curriculum.

In fact, Garcia-Robles, Blat, Sayago, Griffiths, Casado & Martinez (2004) “have been developed to support the creation of reusable and pedagogically neutral assessment scenarios and content, as stated by the IMS Global Learning Consortium”. Punnoose

(2012) “eLearning is not just a technology acceptance decision but also involves cognition, this study extended its search beyond the normal technology acceptance variables into variables that could affect the cognition of an individual due to his or her unique characteristics”.

IAttwell (2007) “believes that we are coming to realize that we cannot simply reproduce previous forms of learning, the classroom or the university, embodied in software. Instead, we have to look at the new opportunities for learning afforded by emerging technologies. Social software offers the opportunity to narrow the divide between producers and consumers”.

Ellis, Jarkey, Mahony, Peat, & Sheely (2007) “case-study reveals the complexity of quality improvement strategies, which (mainly due to the fact that eLearning complements the face-to-face learning experience) require a relational and embedded approach. Key principles for managing eLearning development and evaluation for campus-based universities are abstracted from the case-study and offered as a guide to universities who face similar challenges Research limitations/implications – Although not all aspects of the case-study can be applied to other contexts, the key principles of the proposed management model are likely to apply to other campus-based universities which share the same focus on integrating eLearning in sustainable ways but also wish to foreground quality assurance issues”.

Edwards & Finger (2007) “Following an introduction to ICT and sport management, and discussion of eLearning and sport management, new eLearning roles are explored through presenting hyperpedagogy which extends concepts of poststructural theory into digital pedagogies. Research on hypertext and poststructuralism and the relationship between cultural studies, technology and popular culture has led to the assembly of theories of hyperpedagogy that seek a more informed and critical engagement with technology”.

Conlan & Wade (2004) “usability and effectiveness of using the multi-model, metadata-driven approach for producing rich adaptive eLearning solutions that remain content and domain independent. Through this independence, the eLearning services developed can utilize many pedagogical approaches and a variety of models to produce a wide range of highly flexible solutions”.

Docherty, Hoy, Topp & Trinder (2005) “Using eLearning supports students' learning within a simulated environment. Learning was facilitated through network communications and reflection on video performances of self and others”.

Nagunwa & Lwoga (2012) “A successful implementation of eLearning requires a strategic approach which should be embedded by the university management, academic staff and students. The approach should at least take into account significant issues including pedagogy, ICT infrastructure, appropriate technologies, human resources, eLearning policy, training of faculty and students, integration of eLearning and information literacy into university's curricula and partnerships”.

Stanisavljevic, Nikolic, Tartalja & Milutinovic (2015) “classification that should help understanding key aspects of multimedia application in eLearning tools. The classification tries to cover important aspects of multimedia application in eLearning

tools: communication channels and exchange of different types of contents throughout the channels, understanding in communication, and the ways of object manipulation in the user-tool interaction”

Lantz & Brage (2006)“by reflecting on the theoretical and practical implications of applying the extended Kuhlthau’s model, as practice has shown that this approach is useful for pedagogical developmental work, including curriculum development in general, and specifically for information literacy programmes”.

Lam, McNaught, Lee, Jack & Chan, (2014) “revealed that while students of different disciplines did not vary a great deal in their daily usage of technology, there were differences in their level of confidence in using technology. The use of technology for teaching and learning also differed across disciplines”.

Catarci, De Giovanni, Gabrielli, Kimani, Stephen & Mirabella (2008)“describe how a user-centered design process was applied to develop a method and set of guidelines for didactical experts to scaffold their creation of accessible eLearning content, based on a more sound approach to accessibility”.

Irvine (2010) “culturally relevant pedagogy means simply acknowledging ethnic holidays, including popular culture in the curriculum or adopting colloquial speech. In this article, the author emphasizes that using knowledge of students' cultural backgrounds in instruction helps to bridge the cultural gap”.

Attwell (2007) “starts by looking at the changing face of education and goes on to consider the different ways in which the so-called net generation is using technology for learning. It goes on to consider some of the pressures for change in the present education systems”.

Steen (2008)“designing successful eLearning is part art and part science, involving the use of learning and training theory and an understanding of the knowledge and/or skills to be taught”

Method Used

The research method used in this study is theoretical and empirical design because theories from literature reviews and the students’ reaction as well as reflection has been analyzed as the basis of the findings and results of this study. Then content and thematic analysis is being used in analyzing the data gathered. The participants of this study are the fifty pre-service students from the College of Education, Mindanao State University-Iligan Institute of Technology, Philippines during the school year 2015-2016.

Research Design

The design of the study was carried out according to the tenets of grounded theory. The design of a grounded theory is flexible and determined by the phenomenon under study. Qualitative data was utilized to develop a grounded theory that described the impact of interactive eLearning pedagogy in the core content of cultural dimensions across curriculum. The dearth of literature in the Impact of Interactive eLearning

Pedagogy in the Core Content of Cultural Dimensions Across Curriculum led to the selection of an inductive methodology. This approach is a type of factor-searching study in which concepts emerge to describe a social process. Data collecting, coding and analyzing occurred jointly.

Research Environment

The study was conducted at the College of Education, Mindanao State University-Iligan Institute of Technology, Iligan City, Northern Mindanao, Philippines.

Research Informants

The respondents of the study were fifty (50) pre-service education students with diverse cultures from the College of Education, MSU-IIT. They were students who have already taken all professional education subjects. They were interviewed regarding their knowledge, feelings and beliefs about the impact of Interactive eLearning Pedagogy in the Core Content of Cultural Dimensions Across Curriculum.

Data Gathering

In-depth interview averaging 60 minutes in length was conducted. Interviews were held in the classroom. Written informed consent was secured from the chairpersons of the four departments namely: Department of Science and Mathematics, Department of Physical Education, Department of Technology Teacher Education and Department of Professional Education. Written consent to audiotape interviews was obtained. The interviews were documented through extensive field notes. An interview guide consisting of open-ended questions and associated probes was used to facilitate the interview process with each subject. The guide is not used as a structured questionnaire, rather it served as a reminder to the researcher to explore various issues if they were not spontaneously addressed. Reflective field notes documenting the researcher's own responses to the interviews and the overall research process were recorded in a field journal.

Data Analysis Plan

Interview transcripts were coded using the "open substantive" coding in which the data were examined to identify the substance of what the data actually represent. Data were continually coded, compared and recorded until patterns or categories begin to emerge. The initial level concept that emerged from the substantive coding were transferred to a computer-based word processing program with sort capabilities. Similar initial level concepts from multiple transcripts were grouped together and/or combined with other concepts. Patterns and categories emerged as the coded data. Emerging theoretical idea was preserved through written memos. These theoretical memos are critical in refining conceptual relationships and in eventually developing integrated theoretical framework.

Theory Generation Process

Grounded theory is a general research method (and thus is not owned by any one school or discipline); which guides one on matters of data collection and details

rigorous procedures for data analysis. Quantitative data or qualitative data of any type e.g. video, images, text, observations; spoken word etc. can be utilized. This is a research tool which helps the researcher discover and make patterns and structures in the area of interest through the process of constant comparison (<http://goo.gl/l3vw3T>). Grounded Theory is presented here as a method of choice as it is detailed, rigorous, and systematic, yet it also permits flexibility and freedom. Grounded Theory offers many benefits to research in Information Systems as it is suitable for the investigation of complex multifaceted phenomena. It is also well equipped to explore socially related issues. Despite existing criticism, it is a rigorous and methodical research approach capable of broadening the perceptions of those in the research community (Jones & Alony,2011).

Results and Discussion of Preliminary Study for Theory Development

The results of the study for the development of theory are depicted in the demographic profile of participants and the responses of the informants about impact of interactive e-learning pedagogy in understanding the relevance of cultural dimensions across curriculum in the Higher Education Institutions.

Demographic Information. Table 1 showed the profile of fifty (50) pre-service college of education students as respondents of the study. Age range for the students are from 15-19 years old, race & ethnicity, gender, and language use at home. All pre-service college education students twenty pre-service CED students are female and five students are male. All of them have already taken their professional education subjects.

Participant	Race & Ethnic Groups	Gender	Age Range	Language Used at Home	CED-Department
P1	Cebuano	F	17	Bisaya	DTTE
P2	Cebuano	F	17	Bisaya	DTTE
P3	Cebuano	F	17	Bisaya	DTTE
P4	Cebuano	F	17	Bisaya	DTTE
P5	Butuanon	F	17	Butuanon	DTTE
P6	Subanon	M	17	Subanon	DSME
P7	Iranun	M	18	Maranao	DSME
P8	Zamboangueno	F	16	Chavacano	DSME
P9	Surigaonon	M	17	Surigaonon	DSME
P10	Boholano	F	17	Bisaya	DPE
P11	Maguindanao	F	17	Maguindanao	DPE
P12	Maranao	F	18	Maranao	DPE
P13	Maranao	F	18	Maranao	DPE
P14	Tagalog	M	17	Tagalog	DTTE
P15	Cebuano	F	17	Bisaya	DSME
P16	Cebuano	F	18	Bisaya	DPRE
P17	Tagalog	F	18	Tagalog	DPRE
P18	Maranao	F	18	Maranao	DPRE
P19	Maranao	F	18	Maranao	DPRE
P20	Cebuano	M	18	Bisaya	DPRE
P21	Boholano	F	18	Bisaya	DPRE
P22	Cebuano	F	18	Bisaya	DPRE

P23	Cebuano	M	18	Bisaya	DPRE
P24	Cebuano	M	18	Bisaya	DSME
P25	Cebuano	F	17	Bisaya	DSME
P26	Boholano	F	17	Bisaya	DPE
P27	Cebuano	F	17	Bisaya	DPE
P28	Cebuano	F	17	Bisaya	DTTE
P29	Cebuano	M	17	Bisaya	DSME
P30	Cebuano	M	17	Bisaya	DTTE
P31	Cebuano	F	18	Bisaya	DPE
P32	Cebuano	F	18	Bisaya	DPE
P33	Cebuano	F	18	Bisaya	DPRE
P34	Maranao	M	18	Maranao	DSME
P35	Maranao	M	18	Maranao	DSME
P36	Cebuano	F	18	Bisaya	DPE
P37	Cebuano	F	18	Bisaya	DPRE
P38	Cebuano	F	18	Bisaya	DPE
P39	Cebuano	F	18	Bisaya	DSME
P40	Cebuano	F	18	Bisaya	DSME
P41	Cebuano	M	18	Bisaya	DPE
P42	Cebuano	F	19	Bisaya	DPE
P43	Cebuano	M	19	Bisaya	DTTE
P44	Maranao	F	19	Maranao	DTTE
P45	Maranao	F	18	Maranao	DSME
P46	Cebuano	F	18	Bisaya	DSME
P47	Cebuano	M	18	Bisaya	DPRE
P48	Cebuano	M	17	Bisaya	DPRE
P49	Cebuano	F	17	Bisaya	DPRE
P50	Cebuano	F	18	Bisaya	DPRE

Pre-service CED Students(Participants) – Views, Feelings, knowledge of interactive e-learning pedagogy and the relevance of cultural dimensions across curriculum in the Higher Education Institutions.

The informants shared their views, feelings, knowledge of interactive e-learning pedagogy and the relevance of cultural dimensions across curriculum in the Higher Education Institutions. The different statements were compared, coded and categorized. Patterns were made from their responses. Learners are fully engaged and motivated to learn once it has high quality and meaningful content, integrate visual components it means the topic is more eye-catching that encourages learners, reality-based eLearning scenarios it means Integrating real life examples and problems into their eLearning activities which give them chance to draw how knowledge acquired can be applied outside of the learning environment.

P1 “Pre-service students have a need for effective training. Thus, the curriculum should have good training for effective eLearning to meet those needs”.

P2 “As one of the pre-service students, I feel that the teacher education curriculum should emphasize the use of instructional designers as pedagogical experts for eLearning activities within institutions of higher education.”

P3 “ For me, it is very important to learn as much designing and developing effective instructional design across the disciplines”

P4” Effective instruction would be enhanced through the combination of content and pedagogy with the emphasis of cultural dimensions in education

P5 “There is a need for pre-service education students to fully understand the concept of culturally relevant pedagogy.”

P6 “ Culturally relevant pedagogy with the integration of e-learning is very useful in attaining effective teaching in culturally diverse classrooms”

P7 “Students tend to appreciate culturally relevant pedagogy once there is e-learning using video of the different cultures. Through this type of teaching, learners with different cultures are engaged and motivated”.

P8 “Culturally relevant pedagogy means simply acknowledging ethnic holidays, including popular culture in the curriculum or adopting colloquial speech.“

P9 “Being a future teacher, it is very important to know the learners' cultural backgrounds as the basis of using content and pedagogy in the teaching and learning process”.

P10 “In the content and pedagogy, e-learning is the best metacognitive strategy in discussing the importance of cultural dimension across curriculum particularly for the multiculturalism aspect”.

P11” e-learning helps the teachers and students in facilitating the core content of cultural dimensions across curriculum”

P12” The use of e-learning is relevant in honing the minds or cognitive aspect of every student particularly the learners with disabilities”.

P13” In learning the core content of cultural dimensions across curriculum, e-learning strategy with scaffolding approach can help the indigenous people”.

P14” e-Learning pedagogy with core content of cultural dimensions is very useful for the learners with different cultures”.

P15 “e-learning Web 2.0 technology emphasizing content of cultural dimensions fits to the learner-centered learning environment”.

P16”e-learning strategy approach by discussing about cultures of the different people is inspires and motivates the learners to learn the core content of cultural dimensions across the curriculum”.

P17” e-learning Web 2.0 encourages people to interact and to share information”.

P18 “ e-Learning Web 2.0 explains and translates into interactive strategy of teaching.”

P19 “e-learning using a video of the core content of cultural dimensions is the best method of teaching.”

P20 ”Using (YouTube) in interactive e-learning pedagogy leads to critical literacy.”

P21 ”Interactive e-learning pedagogy in core content of cultural dimensions of education helps learners in analyzing the concepts and essence of multicultural education”.

P21 ”Using videos about cultures of different people in interactive e-learning activity serves as motivational collaborative activity which relates to constructivism theory.”

P22” e-learning pedagogy is very useful on interdisciplinary differences of the learners in higher education institutions”.

P23” Interactive e-learning pedagogy using video of indigenous people helps students of different disciplines and learning styles.”

P24” Interactive e-learning video on cultural dimensions across disciplines for teaching and learning also differed across disciplines have more experiential facilitating activities.”

P25” e-learning pedagogy is very useful strategy in teaching learners with different cultures.”

P26 “Adoption of e-learning pedagogy gives positive impact in teaching and learning process.”

P27” Using interactive e-learning video can help other stakeholders like parents, teachers and other members in the community”.

P28” In educational technology subject, creating video about cultural dimensions generates creative, innovative, collaborative and critical thinking skills for the 21st century learners.”

P29 “In designing and creating interactive e-learning pedagogy using video featuring cultural dimensions in education will help in drawing concepts and implications.

P30” Multimedia application in eLearning tools can improve the comprehension skills of the learners.”

P31” Interactive eLearning video can help improve communication skills .”

P32” Interactive e-learning pedagogy using video inside the classroom can inspire the learners.”

P33 “ Interactive e-learning video about multiculturalism is a great strategy in analyzing the global trends in getting into internationalization.”

P34” In developing and designing an interactive eLearning pedagogy is a new tool to implement competency-based curricula for higher education institutions of learning.”

P35” Using interactive e-learning pedagogy video about the cultural dimensions supports the higher education curriculum in getting into globalization”.

P35” Interactive e-learning pedagogy is very relevant in the core content of cultural dimensions across curriculum.”

P36” Interactive eLearning can enhance ubiquity, equity and quality in higher education of learning in the development of appropriate skills for the 21st century learners.”

P37”Interactive e-learning pedagogy is also use as innovative and emerging technology which is relevant to learning environments.

P38”A successful implementation of eLearning requires a strategic approach which should be embedded by the university management, academic staff and students.

P39” Integration of eLearning pedagogy can help in improving information literacy into university's curricula and partnerships”.

P40” Using eLearning pedagogy video in the core content of cultural dimensions support students' learning within a simulated environment”.

P41” Interactive e-learning pedagogy with school’s philosophy and core content of cultural dimensions across curriculum is also useful in project based learning(PBL).

P42” Interactive e-learning pedagogy in the core content of cultural dimensions is a solution to a student-centered problem based approach to the acquisition 21st century skills that used high quality learning objects embedded within the objectives of the lessons.”

P43” Interactive e-learning pedagogy using video can encourage pre-service education students to explore, analyze the best facilitating network communications and reflection while watching on video performances of different contents in cultural dimensions of education”.

P44” eLearning techniques can help pre-service education students acquire 21st century skills in the safety of a simulated environment within the core content of cultural dimensions across curriculum.”

P45” Interactive e-learning video about multicultural education in the core content of cultural dimensions, is also very useful for critical thinking analysis.”

P46” Using video in interactive e-learning pedagogy with core content in cultural dimensions can encourage group collaboration which develops learners to communicate with one another entered around asynchronous learning”.

P47 ”Interactive e-learning pedagogy can help learners to fully engage and understand the core content of cultural dimensions of education.”

P48 ”Interactive e-learning pedagogy using video can help learners in their emotional responses to acquire and retain new information or skills. ”

P49” Interactive eLearning can utilize many pedagogical approaches and a variety of models to produce a wide range of highly flexible solutions.

P50” Interactive e-learning pedagogy gives benefits to learners to boost knowledge retention rates.”

Categorizing, Coding and Themes

Four themes which emerged from the responses of the participants are:

Theme 1: Learners are fully engaged and motivated to learn once it has high quality and meaningful content.

Theme 2: Integration of visual components in discussing the topic is more eye-catching that encourages learners, reality-based eLearning scenarios.

Theme 3: Interactive e-learning pedagogy can boost knowledge retention rates which offer learners the opportunity to gauge their progress and summarize the content they have learned.

Theme 4: e-learning videos may elicit an emotional response or images that may allow learners to personally relate to the subject are keys to interactive experiences.

Hypotheses Derived from the Results:

After looking into the patterns and categorizing items, I was able to formulate the following hypotheses on the impact of interactive eLearning pedagogy in the core content of cultural dimensions across curriculum. Analyzing the responses of the pre-service education students in the guide questions through the face to face interviews, hypotheses were derived.

Hypothesis 1: If learners are fully engaged and motivated to learn, it is because of the high quality and meaningful content of the cultural dimensions across curriculum.

Proposition 1: The core content of cultural dimensions can motivate learners in analyzing the different cultures.

Hypothesis 2: If the Integration of visual components in discussing the topic is more eye-catching that encourages learners, reality-based eLearning scenarios are effective pedagogy in the higher education institutions.

Proposition 2: Integration of e-learning pedagogy in the core content of cultural dimensions is very important in the teaching and learning across curriculum.

Hypothesis 3: If Interactive e-learning pedagogy can boost knowledge retention rates, it offers learners the opportunity to gauge their progress and summarize the content they have learned.

Proposition 3: Interactive e-learning pedagogy can boost knowledge retention rates.

Hypothesis 4: If e-learning videos may elicit an emotional response or images it may also allow learners to personally relate to the subjects which are keys to interactive experiences.

Proposition 4: e-learning videos about the core content of cultural dimensions may elicit an emotional response or images through interactive experiences.

Generated Grounded Theory:

Interactive e-learning pedagogy is an effective interdisciplinary instructional design for the higher education institutions across the globalized world curriculum.

Findings and discussions

Based from the findings of the study learners are fully engaged and motivated to learn once it has high quality and meaningful content, integrate visual components it means the topic is more eye-catching that encourages learners, reality-based eLearning scenarios it means Integrating real life examples and problems into their eLearning activities which give them chance to draw how knowledge acquired can be applied outside of the learning environment. Another findings emphasize the boost knowledge retention rates which offer learners the opportunity to gauge their progress and summarize the content they have learned, emotional responses can also help learners to better acquire and retain new information or skills. Including videos that may elicit an emotional response or images that may allow them to personally relate to the subject are keys to interactive experiences. Encourage group collaboration which develops learners to communicate with one another entered around asynchronous learning. Finally, an interactive eLearning pedagogy includes a variety of different multimedia elements and is aesthetically appealing to be more interactive than one that relies upon solely text content.

Conclusion

In conclusion, interactive eLearning pedagogy has great impact in the core content of cultural dimensions across curriculum. Culturally relevant pedagogy through interactive e-learning instructional design is an effective teaching method in culturally diverse classrooms.

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