The purpose of this multiple method study was to observe the relationship between collected activities within a Learning Management System (LMS) in an online course and student-specific Cultural Intelligence (CQ) levels. The specific groups included student groups in different high- and low-motivational and behavioral dimensions.

Data were collected from undergraduate students in LMS system activities. Data were analyzed using pre- and post-test CQ results, and student CQ levels were utilized to understand the LMS data in focus.

The findings showed that students’ pre and post-CQ score differences for specific CQ dimensions become significant in an online course. Also, students’ LMS views in an online course are a significant contributor to the relationship to their CQ levels. The findings helped to understand the differences and similarities of the four groupings and their LMS activity in a distance education setting.

Results suggested that online discussions and other LMS tools can support the development of cross-cultural skills. However, students can benefit from facilitated experiences and interactions. The results of this study have implications on how the
design of online courses can be tailored towards different types of CQ learners, which would support course achievement.