Ziegler, E. (2018). An analysis of co-construction of knowledge and the role of social networks in asynchronous discussions. (Doctoral Dissertation, Towson University).

Dr. Emily Ziegler

Graduated May 2018

Abstract

The use of asynchronous discussion boards has become commonplace throughout online instruction; however, an understanding of the relationship between participation in the collaborative learning occurring in these environments is lacking. The purpose of this study was to explore the relationship between the co-construction of knowledge and the social network of participants within asynchronous discussions. This mixed methods study utilized the Sequential Exploratory Method to analyze three discussions in a graduate-level course using the Interaction Analysis Model and social network analysis. The findings of this study support the research identifying that learning occurs mostly during low phases of the co-construction of knowledge process. In addition, the study found that co-construction of knowledge was not dependent upon specific amounts of posts in a discussion or contributed by an individual. This study determined that there are differences between the social networks of discussions that reach different phases of knowledge construction; however, conclusions about how these differences impact specific participants' phases of knowledge construction have not been identified.