BETTER TOGETHER: TEAMS AND DISCOURSE IN ASYNCHRONOUS ONLINE DISCUSSION FORUMS

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Abstract
This action research study was conducted in an online asynchronous graduate level advanced educational psychology course, which is part of the teacher education program. Teaching methods used constructivist methods employing instructor-facilitated and team peer-facilitation for asynchronous online discussions. The quantitative and qualitative analysis compared individual participation in the asynchronous forums by type of instruction, type of posting, and changes in the quality of discussions across the semesters. Results show that the use of peer-facilitation in asynchronous online forum discussions increased student participation and content quality, while instructor-only facilitation resulted in longer and more developed individual forum postings. Lessons learned and educational implications for online teaching are presented.

Keywords: online asynchronous teaching; team facilitation; quantitative and qualitative analysis

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