Student Motivation to Participate in Asynchronous Online Discussions

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Learning Objectives

• Define asynchronous discussions in online learning.
• Recognize the role of motivation in student participation in asynchronous online discussions.
• Analyze motivation factors that contribute to student participation in asynchronous online discussions.
Participation in Asynchronous Online Discussions

• Motivation
• Choice
Process

Create Survey
- Online
- Anonymous

Distribute Survey
- Announcement in class
- Email with link

Analyze Data
- Two groups
  - Undergraduate (RN-BSN, RN-MSN)
  - Graduate (MSN)
Sample

Eligible Students
• 191 - Graduate
• 159 - Undergraduate

Final Sample
• 34 Graduate
• 35 undergraduate

Survey Response Rate
20% (N=69)
## Sample Characteristics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
<th>Total (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>95.59%</td>
<td>65</td>
</tr>
<tr>
<td>Male</td>
<td>4.41%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American or Black</td>
<td>13.24%</td>
<td>9</td>
</tr>
<tr>
<td>Caucasian or White</td>
<td>83.82%</td>
<td>57</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>1.47%</td>
<td>1</td>
</tr>
<tr>
<td>Native American or American Indian</td>
<td>1.47%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Program Enrolled</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN-BSN</td>
<td>30.43%</td>
<td>21</td>
</tr>
<tr>
<td>RN-MSN</td>
<td>20.29%</td>
<td>14</td>
</tr>
<tr>
<td>MSN</td>
<td>19.28%</td>
<td>34</td>
</tr>
<tr>
<td><strong>English as First Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>97.06</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>2.94%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Employment Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>79.71%</td>
<td>55</td>
</tr>
<tr>
<td>Part-time</td>
<td>15.94%</td>
<td>11</td>
</tr>
<tr>
<td>Unemployed</td>
<td>4.35%</td>
<td>3</td>
</tr>
</tbody>
</table>
Results

• My employment status affects my motivation to participate in online discussions.
  ➢ Undergraduate
    ✓ True – 17 (49%)
    ✓ False – 18 (51%)
  ➢ Graduate
    ✓ True – 22 (65%)
    ✓ False – 12 (35%)

• The current demands in my personal life affect my motivation to participate in online discussions.
  ➢ Undergraduate
    ✓ True – 22 (63%)
    ✓ False – 13 (37%)
  ➢ Graduate
    ✓ True – 27 (79%)
    ✓ False – 7 (21%)
Results, cont.

• My motivation to participate in an online discussion is most affected by:

  ➢ Undergraduate
    ✓ Preference of topic – 13 (38%)
    ✓ Life demands – 18 (53%)
    ✓ Nothing – 3 (9%)

  ➢ Graduate
    ✓ Preference of topic – 11 (32%)
    ✓ Life demands – 21 (62%)
    ✓ Nothing – 1 (6%)
Results, cont.

• Please specify your discussion preference

  ➢ Undergraduate
    ✓ Assigned by instructor – 10 (29%)
    ✓ Prefer topics from which to choose – 21 (60%)
    ✓ No preference – 4 (11%)

  ➢ Graduate
    ✓ Assigned by instructor – 0
    ✓ Prefer topics from which to choose – 30 (88%)
    ✓ No preference – 4 (12%)
Results, cont.

- I am more motivated to participate in a discussion when my instructor participates.

  - Undergraduate
    - Yes – 12 (35%)
    - No – 22 (65%)
  - Graduate
    - Yes – 10 (29%)
    - No – 24 (71%)
## Results, cont.

<table>
<thead>
<tr>
<th>Question</th>
<th>$\chi^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>My employment status affects my motivation to participate in online discussions.</td>
<td>.833</td>
<td>.361</td>
</tr>
<tr>
<td>The current demands in my personal life affect my motivation to participate in online discussions.</td>
<td>2.541</td>
<td>.111</td>
</tr>
<tr>
<td>My motivation to participate in an online discussion is most affected by: preference; life demands; nothing</td>
<td>.633</td>
<td>.729</td>
</tr>
<tr>
<td>Please specify your discussion preference (assigned by instructor; prefer topics to choose from).</td>
<td>10.839</td>
<td>.001</td>
</tr>
<tr>
<td>I am more motivated to participate in a discussion when my instructor participates.</td>
<td>.01</td>
<td>.920</td>
</tr>
</tbody>
</table>
Conclusion

• Graduate students prefer choice significantly more than undergraduate students.
• There were no significant differences between graduate and undergraduate students regarding the impact in which employment status or family demands affects discussion participation.
• Although there was not a statistical difference, employment and family demands seriously impact student motivation to participate in online discussions.
References


