

Student Motivation to Participate in Asynchronous Online Discussions

Michelle L. Nelson, PhD, RN

Kristy Oden, DNP, RN

Laura L. Williams, PhD, RN



ANDERSON
College of NURSING and
HEALTH PROFESSIONS
University of NORTH ALABAMA

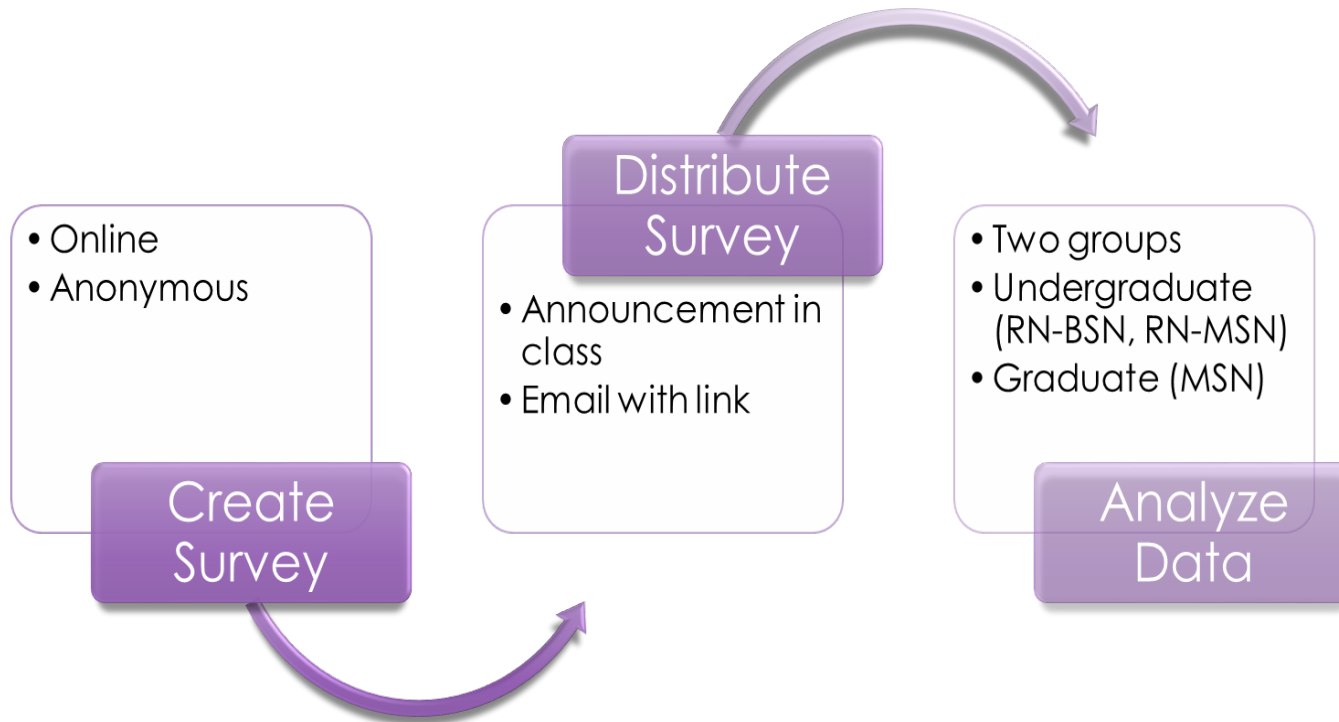
Learning Objectives

- 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



Sample

Eligible Students

- 191 - Graduate
- 159 - Undergraduate

Final Sample

- 34 Graduate
- 35 undergraduate

Survey Response Rate

20% ($N=69$)

Sample Characteristics

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

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.

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

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.

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