Public Abstract
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Graduation Term:SP 2010
Department:Information Science & Learning Technologies
Degree:PhD
Title:A comparative study of the effects of instructional designed-based scaffolding and management-based scaffolding on learning in online collaborative groups

Educators have increasingly adopted collaborative learning strategies in online learning settings. However, simply putting students in groups does not guarantee the collaboration and learning from collaborative activities will automatically occur. To solve the problem, researchers suggested that providing structuring in a form of scaffolding can enhance collaboration.

This study examined the effect of scaffolding conditions in fully online collaborative groups on group performance, social experiences, and interaction processes. To achieve this, group essay score, social ability, satisfaction, interaction types, and interaction levels were compared across different scaffolding conditions. Additionally, the study sought to identify variables that influenced student's satisfaction and group performance.

Students were randomly assigned to groups of 3-4 members. Each group was randomly assigned to one of four experimental conditions to discuss on a dilemma issue and write a group essay. The experimental conditions were resource distribution scaffolding, instructor's feedback scaffolding, combined scaffolding, and a control group.

The results showed no differences in the group performance, perceived satisfaction, social ability, interaction levels, and interaction types among the four groups. However, student's social ability was related to perceived satisfaction.

The findings help inform educators about the difficulties and benefits that students might encounter in real online classroom when implementing such instructional supports. Additionally, online learners are capable of collaboration in group work. Furthermore, collaboration scaffolds have the potential to enhance social experiences and enhance interaction processes. However, the amount of scaffolding and the condition in which the scaffolding are undertaken may influence the value of scaffolds for online students.