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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.