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Assessing Students' Knowledge Construction Level in a Digital Learning Platform

Saturday 17 February 2024 14:30 (10 minutes)

The advent of digital learning platforms introduces new perspectives on how social interaction and learning take place in an online learning environment as it supports a space that opens opportunities for online learners to collaborate and construct knowledge. The growth of online Learning Management System (LMS) entails understanding how to promote collaborative knowledge construction processes and create learning environments that support meaningful student engagement and interactions (Galikyan & Admiraal, 2019).

For the past decades, interest in research studies focusing on how interaction and learning take place, and how digital learning platforms open opportunities for online learners to collaborate and construct knowledge has elevated among online learning advocates and practitioners. By employing a content analysis using the Interaction Analysis Model (IAM), this study hopes to uncover the level of the social construction of knowledge that the students reached in the discussions forums of an online graduate colloquium.

This study applied the data mining process to analyze the transcripts of communication exchanges of online students in an Open University in the Philippines. The data used in this study was generated from an open-source LMS called Moodle, using selected standard report plugins.

The research explored the potential of providing more opportunities for online learners to create knowledge and empowering students by providing a digital learning environment that encourages interactions and collaborations among themselves. As we move from traditional classrooms to digital learning platforms, the need to look into models and approaches to analyze how knowledge construction takes place in a digital learning setting takes place, especially in a developing country like the Philippines where this practice is relatively very scarce or not investigated at all, is inevitable to have a deeper understanding of student participation in an online learning setting. The results of this study hope to contribute to the studies on methodologies and approaches to explore online interactions focusing on knowledge construction in discussion forums in an online learning environment.

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非商用 / Non-commercial

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