

Coding Scheme Online Discussion Boards by Linjawi

Linjawi, A. I., Walmsley, A. D., & Hill, K. B. (2012). Online discussion boards in dental education: potential and challenges. *European Journal of Dental Education*, 16(1), e3-e9.

Author

Instructor The authority of the person posting the message

Student

Author level (designed for this study)

Response time

In days Difference between the date a message is posted and the date the following message is posted

Same day response A message is followed by another message in a thread on the same day

End The last message in a thread

No reply A message that is not followed by another message or reply (e.g. one message in a thread)

Posting time (learning location)

Weekend/holidays If message was posted in the weekend or holiday time

Weekdays If message was posted during the week

Number of words

Number Total number of words in a message (by word count)

Message clarity

Unclear Message is unclear or confusing – it is typically followed by a message asking for clarification

Somewhat clear Message is somewhat clear, but there are still confusing or vague points that need clarification

Clear The message is clear and appears to be understood by the participants in the discussion thread

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Primary purpose

Open question Open question or information directed to all students and instructors (no names are included)

Specific question Specific question or information directed to a specific student or teacher

Reply only Reply to a question, including 'Yes' and 'That's right'

Reply followed by an action Reply to a question, including 'Yes' and 'That's right', followed by another action (question, propose readings, asking for further clarification or checking with the supervisor)

Independent comment Independent comment, question or answer including ‘Thank you’, ‘Asking for clarification’ or requesting for handouts, lectures, articles....etc.

Non-academic A comment, question or answer to a non-academic condition. This includes administrative issues, clinical arrangements, dates and marking issues, and technical support issues

External resources

None/unknown No clear resources are noted or evident

Teacher/course information Reference is made to a teacher or course information in a message

Another message Reference is made to information in another posted message

Web Reference is made to a website

Book Reference is made to a book

Article Reference is made to an article

E-course Reference is made to the e-course or a page in the e-course

Past exams Reference is made to past exam papers

More than one resource More than one resource is mentioned in a message

Coursework Reference is made to an essay, coursework or homework

Student interaction level

Independent thinking Students present their own thoughts in the posted message. Including ‘Thank you’

Interactive thinking Students reflect on other’s thoughts and answer others questions or propose an action to others (e.g. open questions and seeking advice from anyone)

N/A For staff messages

Content type

Social comment No knowledge is provided (e.g. social comment – ‘thank you’ – asking for clarification – requesting articles, handouts or lectures)

Course unrelated Knowledge is provided that is unrelated to the course (e.g. technical support)

Administrative Administrative knowledge (e.g. due dates, the requirements for final project, or clinical arrangement)

Course related Knowledge is provided that supports the course curriculum, including ‘Yes’ and ‘That’s right’

Knowledge type

Non-academic For non-academic/technical support/clinical arrangements/administrative issues/request of handouts, articles and lectures

Fact Student offers an isolated fact

Concept Student presents two or more connected facts (e.g. connecting facts with conjunctive adverbs like because, consequently, therefore, otherwise)

Procedure Student provides information on how to achieve a specific task

Meta-cognitive Students is reflecting about a strategy to solve a problem task or emotional state whilst learning

N/A For staff messages

Processing level

Clarification Student is asking what a question or comment means – often referring to a specific element or fact in a problem. Including ‘Thank you’, technical support, clinical arrangements, administrative issues, and requesting articles, handouts and lectures

Remember Evidence that student is recalling or trying to recall a fact, concept or procedure

Understand The student understands or is trying to understand a concept or a procedure

Apply A student is applying or trying knowledge which typically involves the use of a procedure

Analyse A student is actively making connections between two or more concepts

Evaluate Student provides comments about effectiveness of a procedure or approach to solving a problem

N/A For staff messages

Resolution of discussion thread

Unresolved Information was not given to solve the question(s) raised in the thread

Partially resolved Information is offered that partially answers the question (s) being asked in the thread

Resolved Complete and correct information is provided to resolve the questions being asked in the thread