Using three social network analysis approaches to understand computer-supported collaborative learning

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Abstract

The dataset originated from a graduate-level semester-long online course offered at a midwestern research university in the United States. This course - Online Learning Communities - focused on theories and practices of online learning communities (see Figure 2). Twenty graduate students enrolled in this course during a 14-week semester in spring 2014. This course was primarily comprised of inquiry-based online asynchronous discussions; discussion topics focused on theories, practices, and applications of online learning communities. Each discussion was framed within one week; topics were independent to each other. Keeping the same scale, the dataset in this research was comprised of all class-level discussions.

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