GROUNDED THEORY ANALYSIS OF COMP1710 FORUM POSTINGS

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Junjie Li
Supervisors: Tom Gedeon and Sabrina Caldwell
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Also, I would like to thank the understanding and support from my family.
Abstract

In computer science, there are numerous software and methodologies for researchers to manage quantitative data. However, there is also a lot of qualitative data with fewer analysis tools. A Student Online Forum, such as Piazza, is a community where students and teachers can interact and exchange ideas by posting questions and answers. To manage the large amount of qualitative data in the student forum to help instructors manage the forum and improve their teaching system, there is a demand for using qualitative research methodology to analyse the contents. Grounded theory methodology is a qualitative research method to help manage this.

This project is to suggest a theoretical model that offers a method for analysis of participation in the COMP1710 student forum and providing guidelines for continued development of teaching by conducting research on COMP1710 student forum using grounded theory approach. In my project, I selected the grounded theory methodology to develop the theory since it is detailed and systematic, also it gives explanation and flexibility. Grounded theory offers various benefits to research in analysing text as it is appropriate to explore diverse phenomena and other socially related issues. This report begins with an introduction and background of the project and grounded theory, and how I use this practical method to do the data analysis, and finally shows the results that I achieved.

Key words: Grounded theory, Student interaction
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Chapter 1

Introduction

These days, students and course convenors need to communicate in an efficient way to enhance the effectiveness of learning and teaching for them and maximise the outcome of online interaction. Hence, forum posting has been a popular way for students and lecturers to interact and exchange information by posting questions and receiving responses on the forum. As a consequence, the course convenor is supposed to have a general overview of how students are participation and communicating in the forum and how forum participation of students is related to the academic teaching method so that the way of teaching and course schedule will be changed to fit the needs of students and create a more comfortable and interesting environment for students to learn. In other words, the whole quality of the course would be improved by conducting this research on student forum postings. To achieve the aim of understanding the demand of students and enhancing the quality of teaching, I plan to use a qualitative research method, which is the grounded theory methodology, to analyse the texts in the student forum and to generate a new conceptual theory of forum posting so that the resulting theory could be integrated into the model of teaching used in the course.

1.1 Objectives

The goal of this project is to develop a theoretical model that explains the main phenomena of how students interact, take actions and engage in the process of posting in student forum (Creswell, 1998).

The specific objectives are:

1. Understand the behavior and demand of students and have an insight into student community perspectives.

2. Offer a benchmark for the trend of participation expected in the COMP1710 student forum.

3. Provide guidelines for continued development of teaching.

4. Suggest recommendations to maximize instructor participation benefits and enhance the quality of teaching system.
1.2 Document Outline

This document reports the overall background, concept, results and data analysis of how to conduct the forum research using grounded theory. The chapters of the report are as follows:

- Chapter 1 provides an introduction to the project, including the document outline.
- Chapter 2 presents the background and literature review of grounded theory and project.
- Chapter 3 demonstrates the grounded theory methodology and related concepts and terms in more detail, and presents the process of using grounded theory.
- Chapter 4 shows the data analysis procedure of the project.
- Chapter 5 provides a summary of the results achieved.
- Chapter 6 presents the conclusions of the project.
- Chapter 7 provides recommendations for instructors to maximise instructor participation benefits.
Chapter 2

Background and Literature Review

This chapter gives a general overview about the project and describes the origin, and reviews of the grounded theory. The background of the project and history of the grounded theory will be presented subsequently.

2.1 Background of the project

The aim of the project is to apply the grounded theory method to conduct research on the COMP1710 student forums to explore relations and find diverse phenomena within the forum and develop conceptual analysis of data by extracting and analysing the information and data from the words that the students post. More specifically, when using the grounded theory method, we start by choosing a topic or general research question and collect textual data and build a theoretical analysis from what we have extracted and discovered from the data.

COMP1710 is a first year web development and design course at ANU with a large and active forum community. The forum platform used is Piazza, a rich repository of data about questions, concerns, expectations, which is not able to be fully exploited using quantitative research methods. However, using a qualitative method helps to discover and explore: the external environments around participants; their inner feelings; the experience of participants; how data is extracted; and how meanings are transformed; as well as areas which are being ignored [1]. Conducting this research using grounded theory as a qualitative method will help us to understand the behaviour of students and their thinking, it could give us the freedom to generate new concepts explaining human behaviour on such forums during learning.

Also, this project is part of my own larger research agenda of understanding the world by interpreting human behaviour and interaction through the use of symbols, such as text and language.
2.1.1 Stages of the project

There are four main stages of the project:

1. Brief literature review/survey
2. Collect text data from past forum posts
3. Analyse text data using grounded theory approach
   • with an aim to separate subject, content and interaction related terms
4. Summarize and report or visualise results

2.1.2 Learning objectives

The learning objectives are as follows:

• Experience with the use of grounded theory
• Experience with the analysis of unstructured text
• Experience with structured data reporting and visualisation

2.2 History of grounded theory

According to *Grounded Theory Methodology* [1], grounded theory is increasingly popular and has been largely applied to analyzing qualitative data in educational and social research. Grounded theory is often used to collect and analyze data and it was initially discovered and developed by Glaser and Strauss (1976) to describe their new qualitative research. This is described in the book *The Discovery of Grounded Theory* (1967). The book provides detailed information and procedures of grounded theory, offering several aspects for us to consider. They demonstrated the basic method and fundamental rationale for generating grounded theory, which is formed and developed through an iterative process of data collection and analysis[3]. Moreover, they advise on the use of logic and specification of grounded theory as well as legitimate careful qualitative research[1].

Traditional research is based on a literature review which contains hypotheses and researchers need to do many experiments to test and verify the hypotheses[5]. However, grounded theory starts from the data and explores and analyzes the data with no prior knowledge, ideas or hypotheses (Glaser Strauss, 1967). Grounded theory is a systematic method of collecting and analyzing data and hence is of benefit for researchers to explore and emerge the un-extracted information[6]. Grounded theory could be applied to various disciplines and areas. It provides a new perspective to a diversity of user experiences and phenomena. Moreover, it could also provide an insight for researchers who are not highly familiar with that area, and also helps to generate theory based on the gathered data. The theory forms, develops and evolves along the research process of the data collection and analysis stages[3].
In the next chapters, I will demonstrate the grounded theory methodology in more detail and help the reader to understand the fundamental ideas of grounded theory.
Chapter 3

Grounded theory Methodology

The purpose of the chapter is to introduce some of the main concepts of grounded theory and demonstrate the process of grounded theory methodology. First of all, a high-level framework of grounded theory methodology is visually presented. It describes the main stages of grounded theory methodology process. The terms related to grounded theory are demonstrated subsequently.

![Figure 3.1: High-level overview of Grounded theory process][8]

3.1 Grounded theory

Grounded theory is a general research method to form and develop a theory based on the iterative process of data collection, note taking, coding, memoing, organising and writing, which is typically grounded in systematically gathered and analysed data [8]. Grounded theory is a qualitative research method that suggests how to identify different categories and how to relate each category as well as discover the relationship between them[2]. It provides us with explanations to understand the various phenomena under study. Theory gradually develops and evolves along the process of the research and usually it achieves results by going through the iterative process of data collection and analysis[9]. There are two main elements of grounded
Grounded theory: categories and relationships. In comparative analysis, conceptual categories and relate properties could be first identified, and then the generalised relationships will be discovered[1].

There are two unique features of the grounded theory methodology which makes it different from other forms of qualitative research. First of all, the concept forming a conceptual theory is constructed directly from the collected data in the research process rather than randomly/deliberately chosen before conducting the research[3]. Another is that data collection and analysis are iterative and interrelated during the process of using grounded theory[2]. In the first round, we collect the data and analyze it, after concepts are derived from it, we go to the next subsequent data collection stage, in which the concepts gained before lays the foundation for the data collections[3].

In the following, I will give a brief explanation of grounded theory processes and introduce the concepts of grounded theory process subsequently.

Grounded Theory Process

Figure 3.2 Grounded theory process, according to Pavan Soni, IIM Bangalore

Figure 3.1 and Figure 3.2 demonstrated the main stages of grounded theory:

- Data collection
- Data analysis
- Theoretical Sampling
- Writing

Grounded theory mainly consists of data collection and data analysis which includes using coding, constant comparison and memo writing. A memo is the record of ideas of researchers
through the process of coding to keep track of what researchers are thinking. The data is mostly from Ethnography, interview and Textual data. After data is collected, we do the coding parts, use constant comparison and memos to identify different categories and find relationships between them and then give explanations or theory to the research question(s).

### 3.2 Data Collection

For researchers, they have the choice to select various methods to collect data relevant to the study. To obtain meaningful data, the available methods come from different data sources, including ethnographic methods, demographic surveys, textual analysis, literature review (Cresswell 1994). In this project, textual analysis data were collected and used, which are basically what students are talking(writing) about and discussing in the student forum. Comparative approach is used in the process of analysing the data to emerge the concepts.

### 3.3 Analysis of Data & Constant comparison

The central method of grounded theory is comparative analysis. Many procedures have been designed and evolved to enhance the efficiency and effectiveness of this methodology[7]. Researchers use the constant comparative method to generate concepts and develop theories from the collected data through the process of coding and analysing at the same time (Taylor Bogdan, 1998)[6].

In comparative analysis, we initially collect the data from the data related to the project or collaborate and modify the data from the appropriate existing research of the same area[9]. Then, collected data are broken down into small practicable pieces [3]. Later, we compare each piece, and similar data are grouped together under the same concept. We need to discover different categories and their interrelationships by grouping concepts. Different categories are integrated as a core category by developing each category based on their properties[2]. After identifying several different core categories, different groups or subgroups are compared and their differences are analysed and built into the theory. By comparing different groups, we can test and modify the theory. Analysing the data and behaviour, we find patterns, leading to the general concepts. Using these concepts, broader theories can be formed by comparing these concepts. In other words, we use comparative analysis to discover many conceptual relationships hidden behind the data and reveal the interrelations in the conceptual theory[5].

Strauss and Corbin (1990) provide flexible procedures when coding data in Grounded theory analysis; there are three methods in coding procedures in constant comparison in Grounded theory approaches and are also implemented in this project:

- **Open Coding:** initial step in theoretical analysis, reading textual data and finding different categories, identifying a core category in the process of breaking down into pieces, ob-
serving, comparing, conceptualising, categorising and analysing data (Strauss and Corbin 1990).

- **Axial Coding:** After open coding, making connections and discovering relationship among categories. In the project, I use a Conditional relationship Guide by asking questions and finding consequences to describe the relationships (Strauss and Corbin 1990).

- **Selective Coding:** the last step of coding, choosing the core category and connecting it to other categories, writing a story about how the theory explains the core process, how all of the category is related. It is an overall explanation of the theory[7].

### 3.4 Memo

Memos are notes taken continuously to help researchers record thoughts and ideas that come into mind, which support the process of coding and developing categories. Sometimes, writing memos immediately whenever thoughts are sparking, such as during the process of reading and coding, will give the best ideas relevant to the research. Also, researchers have the access to revisit and reflect on what have been written on the memos and are able to have a second thought to modify the work done before [4].

### 3.5 Theoretical Sampling

In grounded theory, the process of theoretical sampling is connected with constant comparison. Theoretical sampling is to gather extra information or data to be studied to have new perspectives or expand concepts that have already been obtained (Taylor and Bogdan 1998). Strauss and Corbin (2008) explain that theoretical sampling is often combined in the process of three coding procedures[8]. In open coding, theoretical sampling is focused and organized and axial coding combines theoretical sampling to help certify relationships and interrelationship among the data[5]. Moreover, in selective coding, theoretical sampling helps to test and verify the findings of categories (Strauss Corbin, 2008).

After this presentation of the basic idea of grounded theory and procedures of grounded theory process, I will show the data analysis of the project in the following chapter.
Chapter 4

Data Analysis of project

This chapter demonstrate the steps and procedures of conducting data analysis on student forum data.

4.1 Overview of data analysis

In my study, I started with general questions about what the process of interactions is in the student forum, how instructors manage the forum and what the expectations of students are and how students feel about using the forum. Then I moved to the next stage to develop more advanced ideas about personal experience and perspective, individual identity, motivation, participation, interpersonal cooperation, conflict and emotion.

First of all, I began to go through all the posts focusing on the individual requests, learning experiences, student interactions and instructors feedback. Then, I was taking notes whenever I was reading the post. Subsequently, I progressively created some specific categories and upgrade them to more abstract categories which illustrate what the data indicates. Then, I tried to find the similarity and difference of the data and interpret them as well as discover relationships within the data of some particular patterns using constant analysis along with three coding procedures. After I identified some categories, I began to collect specific data to find the properties to describe the relationships between these categories. At this stage, I formed possible theoretical explanations for the data collected and then figured out the most possible theory for my data[3].
4.2 Open research questions

Grounded theory methodology generally studies social processes or how people act engaged in the process[9]. The questions are often raised about what happens and how people take action or interact[3]. Grounded theory processes often start from open research questions, and researchers almost have no idea about the factors causing the actions of the participants[3].

In this project, we hope to answer how students interact in student forum and what the phenomena are, the initial research questions were:

- What was the process of interactions in the student forum
- How did the process vary under different factors
- What were the factors that could influence the processes of the student forum

4.3 Identifying Categories

This step needs open Coding: Read the collected data and label each post and group them into categories.

4.3.1 Example to identify categories

First, I will use some examples from the student posts to show how I identify the concepts and categories.

1. Midterm review
   I have looked at my midterm mark but it doesn't seem to show what all the correct answers are. (If you have the time to do it) Is it possible to out up what answers you were looking for in certain answers. I was disappointed with my mark and I saw that I got a lot of partial marks though it doesn't seem apparent to me as to why I only got partial marks. Look forward to hearing from you soon.
   Josh

2. I haven't used Bootstrap and I don't plan to download it at the moment but I believe I can respond to your question as I would if you had asked me if you can use the css generated by Dreamweaver. The answer is yes, however you have to do a couple things to show us that you understand the CSS that was generated and how it works in your site.
   Cheers, Sabrina
3. Students ask similar questions and interact with each other

   Quiz

   Hi, does anyone find **quiz 8** on wattle? It says we can find it on wattle 7th, May. However, I cannot find it now.

   yep, **same** here

   I have the **same problem**

From the example, I can conclude four concepts coming from this texts.

- midterm mark —— mark / mid exam —— content
- was disappointed —— emotional —— student perspective
- why I only got partial marks —— student perspective
- look forward to —— emotional —— student perspective
- respond to your question —— respond/feedback
- css generated by Dreamweaver —— technical question —— content
- quiz 8 —— quiz —— content
- same/same problem —— interact —— community

After finishing the data collection and reading all of the data, I have identified six main categories.

- content
- student perspective
- time/process
- community
- forum participating
- feedback/response
4.3.2 Main Categories and sub-categories

I will show all the categories summarized in the table below.

Categories and Sub-categories:

First Time Around:

Table 4.1: The main categories and subcategories

<table>
<thead>
<tr>
<th>Main Category</th>
<th>Sub-categories</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Technical Question</td>
<td>1.Setting question 2.Programming questions</td>
</tr>
<tr>
<td>Process</td>
<td>Break</td>
<td>Mid break / holiday / weekend</td>
</tr>
<tr>
<td></td>
<td>Due Date</td>
<td>Each assessment due date</td>
</tr>
<tr>
<td>Feedback/Response</td>
<td>Feedback Response</td>
<td>Constructive response from students and instructor Un related answers</td>
</tr>
<tr>
<td>Forum Participation</td>
<td>Forum Participating</td>
<td>1.Frequency of posting 2.Factors which impact forum participating</td>
</tr>
<tr>
<td>Student Perspective</td>
<td>Expectation</td>
<td>Gain higher mark</td>
</tr>
<tr>
<td></td>
<td>Emotional</td>
<td>1.Concerned about the assignment/exam 2.Confident asking questions 3.Disappointed with unexpected mark</td>
</tr>
<tr>
<td></td>
<td>Seeking Help</td>
<td>1.Posting questions 2.Getting feedback</td>
</tr>
<tr>
<td></td>
<td>Gaining</td>
<td>1.Incentives for learning 2.gathering support</td>
</tr>
<tr>
<td>Community</td>
<td>Interaction</td>
<td>1.Sharing good new information to the forum 2.Communicating with instructors and students</td>
</tr>
<tr>
<td></td>
<td>Contribution</td>
<td>1.Sharing relevant resources 2.Offering constructive suggestions</td>
</tr>
<tr>
<td></td>
<td>Cooperation</td>
<td>Providing help for students</td>
</tr>
</tbody>
</table>
4.4 Discovering relationships within Categories

Discovering relationships within Categories

Second Time Around:

Axial Coding:

I discovered relationships within Categories by using a Conditional Relationship Diagram, basically by asking the questions below[5]:

- What is [the category]?
- When does [the category] occur?
- Where does [the category] occur?
- Why does [the category] occur?
- How does [the category] occur?
- With what Consequence does [the category] occur or is [the category] understood?

<table>
<thead>
<tr>
<th>Category</th>
<th>What</th>
<th>When</th>
<th>Where</th>
<th>Why</th>
<th>How</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Perspective</td>
<td>The emotional feelings and logical view of a</td>
<td>During forum</td>
<td>In student forum</td>
<td>Because students are engaged in the student forum and have their own thinking</td>
<td>By posting with different attitudes and behavior manner</td>
<td>Improve students critical thinking and understanding of the course materials</td>
</tr>
<tr>
<td></td>
<td>student</td>
<td>posting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>The belonging of being part of the class</td>
<td>During forum</td>
<td>In student forum</td>
<td>Because the interactions among student and instructors</td>
<td>By students and instructors posting to forums and exchange their thinking</td>
<td>Form a academic online learning environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>posting,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>communication,</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The posts of assignment / quiz / report / technical question</td>
<td>During forum posting</td>
<td>In student forum</td>
<td>Because student are concerned about their learning outcome</td>
<td>By posting different topics of questions</td>
<td>Receiving response from students and instructors, which enhancing their ability of learning and understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time/Process</td>
<td>The time of postings</td>
<td>During the whole process</td>
<td>In student forum</td>
<td>Because different time will impact the forum participating</td>
<td>By posting in different time</td>
<td>It is flexible and convenient for students and instructors to post</td>
</tr>
<tr>
<td>Assessment/F</td>
<td>Feedback and response from instructors and</td>
<td>During response</td>
<td>In student forum</td>
<td>Because there is sufficient feedback on forum to help student understand</td>
<td>By giving response and constructive feedback</td>
<td>Improving the understanding of the key concepts</td>
</tr>
<tr>
<td>Feedback/Response</td>
<td>students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forum</td>
<td>Posts that students ask</td>
<td>During the semester</td>
<td>In student forum</td>
<td>-Interact with students and instructors -ask questions</td>
<td>Post</td>
<td>Receive response</td>
</tr>
</tbody>
</table>

From the Conditional Relationship Guide above, I could identify the relationships and interactions of the categories one with the others, and also understand the consequences of each category.

Since we have all the categories identified, I will show the result achieved in the next chapter.
Chapter 5

Results

This chapter demonstrated the results coming from the project. The aim of this project is to develop a theory that illustrates how students ask questions, respond and interact in the student forum under different topics leading to diverse phenomena. I used the grounded theory method to analyse data coming from the student forum.

5.1 Core phenomenon

Analysis resulted in one core category called Content, which is the body of student forum postings that relates almost exclusively to the subject of the course, web development and design.

5.1.1 Reasons of being the core phenomenon

Figure 5.1 below shows the proportion of each component comprises content.

Figure 5.1 The proportion of each component which comprises content.
From Figure 5.1, we can see that the posts consist of four main components and content is broken down into 62% technical questions occupying the majority of the content, 25% focus on specifics of web development assignment parts, 5% relating to exams, and 8% relating to other subjects, showing that students ask more questions which are not related to academic study, compared with discussion of the exam.

From the above, we can conclude that the main phenomenon in the student forum is that students posts questions mostly related to technical questions and assignment/quiz, fewer relate to exams and other subjects.

5.2 Emerging Categories

A high-level view of the theoretical model (Figure 5.2) is presented to show how each category is merged together and also demonstrates the relationships and interrelationships among categories.

The relationships are as follows:

- Feedback and response from instructors and each other contributes to the content of the forum.
- Due to different student perspectives, students ask different types of questions.
- Through forum participation at different times, student interact and make contributions to the forum, which helps to form an academic online learning system.
5.3 Writing up theory

Figure 5.3 below shows the trend of number of posts over time

From Figure 5.3 above, we can see that there is a dramatic increase from the beginning of March to the beginning of April, which is just before the due date of assignment one and then gradually drops down to a low point, at that time it is the mid-semester break, and have a huge increase again and peak at 96, which is at the due date of assignment two. Forum participation has largely increased when the assignment due date is approaching while when final exam is coming, there is only a low number of posts. When the assignment due date is coming, students tend to post more posts than before, possibly at least partly due to forum participation being marked at that time. Students are likely to take active part in the forum to gain the mark.

The initial research questions before could be answered:

- What was the process of interactions in student forum?
  Students posts questions mostly related to technical questions and assignment/quiz to seek help and feedback from peers and instructors as well as to answer questions and provide suggestions for each other.

- How did the process vary under different factors?
  For example, in the beginning of the semester, students may not be familiar with using the forum to participate. At the end of the semester, students are more likely to prepare for the exam and may not be aware of asking questions, or they tend to ask instructors face to face to get immediate feedback. When the due date of an assignment is coming,
instructors will mark their forum participation, which students will be more concerned of their assignment and mark of the forum participation, so they tend to post large amounts of posts before the due date to ask questions related to assignment and technical questions to get feedback, which contributes to the good academic online learning environment.

• What were the factors that could influence the process of the student forum?
  From the figures above, we conclude that the theory constructed suggests that the type of content is influenced by the time of the semester and the different student perspectives. Students become more confident in asking and answering questions as the course goes on. Another time/process element is that forum posts become focused on assessment as each assessment item becomes due. It appears that a sense of community grows between the students as they ask similar questions and discuss feedback from instructors and each other.
Chapter 6

Conclusion

The main purpose of this project is to apply grounded theory to conduct research on the COMP1710 student forums to explore relations and find diverse phenomena within the forum. Also, to develop a theoretical model that explains the core phenomena in student forum which offers a benchmark for the trend of participation expected in the COMP1710 student forum, and provide guidelines for continued development of teaching.

The theory constructed suggests that the type of content is influenced by the time of the semester and the different student perspectives. Students become more confident in asking and answering questions as the course goes on. Another time or process element is that forum posts become focused on assessments as each assessment item becomes due. Further, it appears that a sense of community grows between the students as they ask similar questions and discuss feedback from instructors and each other.
Chapter 7

Recommendations

Instructors should take different actions to manage the forum according to different attitudes and emotions of students.

• In the peaks, in which students tend to post more posts than before, they become concerned and worried about their assignment and assessment of forum posting, Instructor intervention is likely to be most effective during these spikes. Instructors could frequently respond and provide constructive feedback to students and ask them not to post questions not relevant to the course. Also, instructors could hold a seminar to answer questions and provide suggestions about assignment and exam so that students can have a better revision experience.

• Noting those peaks and comparing them with other time of the semester, we could recommend that instructors should balance the workload through the semester so that students may not feel relaxed in the beginning of the course and get nervous when assignment of large proportion of the overall mark is due.

Instructors should respond to student questions more efficiently and effectively so that the trend of number of posts may not be so un-balanced.

• Sometimes students are more likely to ask similar questions in the student forum, when assessment item is due, they ask questions about the similar technical questions, instructors could post a new response and answer all the similar questions in that post to manage the traffic flow of the large amount of posts rushing in at one time.

• Sometimes more than one student has a similar question, there may be an issue with vague guidelines or explanations in the course materials. Instructors may consider to revise the course material and resolve the problem in the next lecture.
Appendix
INDEPENDENT STUDY CONTRACT

Note: Enrolment is subject to approval by the projects co-ordinator

SECTION A (Students and Supervisors)

UniID: ______u5541685___________
SURNAME: _______Li__________ FIRST NAMES: ______Junjie__________________
PROJECT SUPERVISOR (may be external): ____________Tom Gedeon____Sabrina Caldwell__________
COURSE SUPERVISOR (a RSCS academic): __________________________________________
COURSE CODE, TITLE AND UNIT: ______COMP4560______________________________

SEMMETER ☒ S1 ☐ S2 YEAR: __2016___________

PROJECT TITLE:
Grounded theory analysis of forum postings

LEARNING OBJECTIVES:
Experience with the use of grounded theory
Experience with the analysis of unstructured text
Experience with structured data reporting and visualisation

PROJECT DESCRIPTION:
• Brief literature survey
• Collect text data from past forum posts
• Analyze text data using grounded theory approach
  o with an aim to separate subject, content and interaction related terms
• Summarize and report or visualise results
• Optional task: automate some or all of the approach above
• Write report
ASSESSMENT (as per course’s project rules web page, with the differences noted below):

<table>
<thead>
<tr>
<th>Assessed project components:</th>
<th>% of mark</th>
<th>Due date</th>
<th>Evaluated by:</th>
</tr>
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<tr>
<td>Report: name style:</td>
<td>45</td>
<td></td>
<td>Lynette J-B</td>
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<tr>
<td>(e.g. research report, software description...)</td>
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<td>Artefact: name kind:</td>
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<td>Tom Gedeon</td>
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<td>(e.g. software, user interface, robot...)</td>
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<td>Presentation:</td>
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MEETING DATES (IF KNOWN):
Weekly

STUDENT DECLARATION: I agree to fulfil the above defined contract:

Junjie Li
15 February 2016
Signature
Date

SECTION B (Supervisor):
I am willing to supervise and support this project. I have checked the student’s academic record and believe this student can complete the project.

Signature
Date

REQUIRED DEPARTMENT RESOURCES:

SECTION C (Course coordinator approval)

Signature
Date

SECTION D (Projects coordinator approval)

Signature
Date

Research School of Computer Science

Form updated Jun-12
Bibliography


