**Examining the relationships of the students' participation patterns with their learning satisfaction and learning achievement in asynchronous online discussions**

**Author:** Beomkyu Choi, PhD

**Affiliation**: Department of Literacy, Educational Foundations and Technology, Grand Valley State University, MI USA

**Correspondent Author:**

Name: Beomkyu Choi, PhD

Address: 401 Fulton St. W

Grand Rapids, MI 49504

Email: [choib@gvsu.edu](mailto:choib@gvsu.edu)

**Abstract**

Examining how people learn in various learning environments is the essence of the science of learning. The more we know about how students learn from various dimensions and aspects, the better we can support their learning. This study attempts to help expand our understanding of how learning occurs within the context of an asynchronous online discussion. There are various studies examined and reported on how to effectively structure and facilitate an asynchronous online discussion in search of high-quality discourse from the interventionist perspective. From the situative, participatory perspective on knowing and learning, this study aims at examining the quality of participation in an asynchronous online discussion. This includes the examination of students’ participation patterns in asynchronous online discussions and the analyses of how these patterns explain their learning satisfaction and achievement. The present study identified the following participation patterns: Efficientist, Facilitator, Synthesizer, and Slacker, and found that there was a strong relationship of the participation patterns with learning satisfaction and learning achievement. The results indicate that participation patterns could be an important factor influencing student learning experience in an asynchronous online discussion. Future directions for research are discussed, including the analysis of social dynamics that could have an impact on participation patterns.

*Keywords*: Asynchronous online discussion; Participation patterns; Learning satisfaction; Learning achievement; Interpretive research