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Applying reflection and moderation in an asynchronous computer-supported collaborative learning environment in campus-based higher education

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Working together while accomplishing a task is a characteristic of a powerful learning environment that aims at active knowledge construction. Studies have demonstrated that collaborative learning by using asynchronous communication tools can have advantages over collaboration in a face-to-face setting. However, it is questionable whether students are able and willing to learn collaboratively through these new kinds of learning environments. The present research investigates whether asynchronous collaborative learning is a feasible learning method for student teachers. In particular, this article explores issues of students' participation, interaction, and experience while using an asynchronous Computer-Supported Collaborative Learning (CSCL) environment to facilitate collaborative learning. Two studies that apply various instructional settings are presented. Findings show that students did not use CSCL environment effectively to facilitate their collaboration. A low participation rate, a limited interaction, and some negative experiences indicate that more studies in various topics in CSCL environment are needed.

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