

Key factors for the success of online collaborative learning in higher education: student's perceptions

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CSCL

Online collaborative learning (CSCL) has experienced a considerable boost after the restrictions suffered during the pandemic and, therefore, it is necessary to analyze its foundation and the conditions that affect its optimal development.

PURPOSE

The purpose of this study is to develop a model to analyze the key factors that affect the development of purposeful online collaborative learning. Participants in the study are 799 higher education students with experience in this type of methodology.



MODEL

A questionnaire was used, organized into 7 constructs, from which a research model with reflective variables was generated through the Partial Least Squares (PLS) technique, obtaining a high predictive capacity ($R^2=0.712$).



CONFIRMATION

The 10 established hypotheses that supported the model were confirmed.



POSITIVE INFLUENCE

The 10 established hypotheses that supported the model were confirmed. Results state that variables such as satisfaction, perception of use and enjoyment, and group dynamics had a positive and significant influence regarding student perceptions of online collaborative learning.

OTHER VARIABLES

Mediating variables of great interest were also identified, such as intra-group emotional support ($R^2=0.595$)



EMOTIONAL SUPPORT

And its link with the perception of joy and enjoyment, as well as the importance of online tools and group dynamics as fundamental elements to develop adequate emotional support within the framework of CSCL processes.

CONCLUSION

Finally, results were contrasted with their impact on the improvement of teaching in higher education when implementing CSCL.

