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The Role of Motivation in Online Collaboration from an Active Learning Perspective

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Abstract: The purpose of this research study paper was to explore the role of motivation in online collaboration from an active learning perspective. This study utilized qualitative and quantitative mixed methods design. To collect data, the researcher implemented initial group interviews with the grade 12 students who were involved in online projects using the PBworks wiki. The interviews aimed at exploring the reasons for the students' reluctance to collaborate online, while they used to do so physically in the classroom. Themes that were generated by these interviews were used to develop a questionnaire that aimed at analyzing the students' perceptions about online collaboration. The participants were 32 female students at AlShumoukh High school where the researcher works as a teacher of English for grade 12 students. Those students were involved in English continuous assessment projects online using the class PBworks wiki as part of their ongoing assessment in English in this academic year. Students were given the opportunity to work in groups or individually to complete their projects. However, all of them decided to work individually and were reluctant to collaborate online. Moreover, they wanted their pages to be hidden because they did not want their classmates to see their work online. The researcher knows very well the importance of collaboration for language learning and the role of motivation in that. Therefore, by using Keller motivational design model, this study tried to promote motivation for online collaboration. The findings of this study indicated a positive role for motivation in online collaboration: all grade12 students were involved in English collaborative ongoing assessment projects. However, the findings indicated also an essential role for the teacher in promoting and sustaining the students' motivation to collaborate online.

Keywords: *Motivation, Active learning, Online Collaboration, Wikis*

1. Introduction and background

Teachers can see clearly that their students are motivated when they pay attention; ask questions and volunteer to answer, discuss learning issues and begin working on tasks immediately (Palmer, 2007). Likewise, in online learning, teachers can decide clearly if their students are motivated by observing their activities, postings, questions and answers, discussions and by the time they spend working online. The researcher as a teacher of English for non-native speaker students knows that motivation and collaboration while learning a foreign language have had a positive impact on the students' active learning and their academic achievement. As part of the assessment system in English, Grade 12 students in Al-Shumoukh School (An Abu Dhabi School) should submit a portfolio at the end of each trimester. In this portfolio, they have to display their individual and collaborative assignments. Some of the skills that the students have to show in their portfolios are: writing essays, short stories, peer editing, peer reflection and evaluation, peer suggestions and recommendations, discussion activities with questions and answers, in short collaborative projects related to the theme of the unit that includes process and product …etc. They used to submit paper-based portfolios at the end of each trimester and in this portfolio, students had to include evidences for all the above-mentioned skills. However, this year the teacher of English has changed the paper-based portfolio into an electronic one using "PB Works" wiki. The teacher of English created pages for all the students and explained clearly that all the skills required should be in these electronic portfolios. Students started working in their own electronic portfolios actively; however, the teacher could notice clearly that there was no sign of collaborative work. The students were working individually and, even more, some students requested to make their pages hidden because they did not want their classmates to see them.

Statement of the Problem: Using team assignments in an online course can be an excellent way to create community and improve learning (Kelly, 2007: P5). However, it is not always easy to motivate students to actively collaborate online. The researcher, as a teacher of English language for non-native -speaker students,

knows very well the importance of collaboration among students to improve their English language skills and extend the use of English at home. A workspace on PBworks was created to motivate students to work collaboratively and prepare their trimester projects online. However, students were reluctant to collaborate and preferred to make their own projects individually. Moreover, most of them asked the teacher to make their wiki pages hidden to prevent their classmates from looking at their projects.

The Research Questions:
-Can using "Keller Motivational Design Process Model" motivate grade 12 students in Al Shumoukh School to collaborate online using the class PBworks space?
-What role does motivation have in the online collaboration?

The Purpose of the study: The main purpose of this study was to investigate the role of motivation in online collaboration from an active learning perspective. By using "Keller Motivational Design Process", this study aimed at stimulating the students' motivation to collaborate actively online using the class wiki to prepare online English continuous assessment projects. The researcher tried to promote the students' motivation by following the four steps of the motivational design process: Analyze the audience, define motivational objectives, design a motivational strategy and try out and revise as necessary (Keller, 2010).

The research Significant: This research study has a potential significance because it contributes to the limited research initiatives about the role of motivation in online collaboration in a country like the UAE. The researcher could locate no research addressing this topic in the UAE or any other Arab countries. Moreover, the use of such tools (wikis) in online collaboration is not common at schools in the UAE, as the researcher knows.
1. The findings of this research can help the researcher as a teacher to improve her performance and motivate her students' motivation to learn English collaboratively.
2. This research could be a good reference for future research about the same topic.

Motivation: The energy that makes students learns or behaves in the required way.
Online Collaboration: Working collaboratively in groups to complete a project or discuss a topic using the class wiki (in this research paper).
Active learning: Enthusiastic participation in the learning process.
PBworks: "It is a commercial real-time collaborative editing system created by David Weekly" (Wikipedia, 2012)

2. Literature Review

This section explores the literature review about the researchers' identification of motivation and its role in stimulating active learning. The benefits of Collaboration in enriching the learning social experience and motivating students are explored with more focus on online collaboration using PBworks wiki for creating collaborative online projects.

Motivation: The question of what is motivation and its role in learning "has been the subject of investigation for many years (Driscoll, 2005: P310). For example, Weiner (1990) said: "Motivation is often inferred from learning, and learning usually is an indicator of motivation for the educational psychologist" (p.618) (cited in Driscoll, 2005: P310). Motivation can be conceptualized as students' energy and drive to engage in the learning process, and it plays an important role in students' interest and enjoyment in the learning activities (Martin, 2003).

Collaboration: Research suggests that learning is situated in a social and cultural context where learners have the opportunities to interact with each other to construct their learning experiences and they do not learn in isolation (Brown et al., 1989). Shank (2007) states that learning benefits can accrue from collaborative learning activities. These activities create social interaction and influence positively learning, motivation, and problem solving. Activities such as collaborative authoring, joined vocabulary workbooks creation, editing, document review, group projects, reflection notes and others have been tried out using wikis as facilitating tool (Zvi, 2007). "In online courses, especially, social interaction and collaborative

activities can help learners avoid feelings of isolation and improve motivation and persistence" (Shank, 2007: P12).

Wikis: Wiki can be considered as a social networking technology that can support language learning and it has "potential learning supremacy in cognitive and mechanical interaction in reading, creating, and editing the Wiki content supplied by the student and Wiki content supplied by others"(Twu, 2010: p57). Moreover, Wikis are good tools that foster collaborative learning; provide teachers with opportunities for creating socially engaged tasks, such as group project or class projects (Hadjerrouit, 2011). As wikis are supportive for teachers, "they are supporting for pupils' active learning and collaboration" (Chang et al. 2010: P291). Researchers predicted that Wikis could be used for enhancing language learning "by improving collaborative writing, publicizing collaborative writing and deeper language learning content" (Twu, 2010, p. 58).

3. Methodology

This study utilized mixed method design using interviews and questionnaire to explore the perceptions of AlShumoukh grade 12 students about the main factors that motivate or de motivate them to be involved in online active collaborative learning using the class PBWorks space.

Participants: The participants are 32female students at Al Shumoukh School in Al Marfa city in the UAE. They are grade 12 students who were involved in preparing electronic portfolios using PBworks wiki to prepare their English Continuous Assessment Rich Task (ECART).

The Instruments: The instruments of the study were qualitative and quantitative: initial interviews that generated themes for the questionnaire. The interviews had only two questions one asked about the main reasons that the students report for their reluctance to be involved in online collaborative learning using the class wiki. The other question was: "why do you collaborate effectively in the classroom while you don't do that online?" Themes generated from these interviews were used to develop the questionnaire. The questionnaire consisted of ten items using Likert 5-points scale with "strongly agree" 5 to "strongly disagree"1.These ten items explored the participants' perceptions about online collaboration and their reasons for being reluctant to collaborate online. At the end of the questionnaire, there was an open part with two questions. The first asks the students to give some suggestions to make online collaboration more interesting for them and the second asks the students to add some other reasons for being de motivated to collaborate online.
"Keller Motivational Design Model" was used as a tool to promote the students' motivation to collaborate online. After using Keller's Design, yes /no poll was done using only one question: "Are you going to collaborate while doing your projects in the class PBworks space?

Procedures: The researcher decided to use Keller's Motivational Design Model to motivate grade 12 students to collaborate online. In order to analyze the audience (the students), initial group interviews were done. Using the themes generated from the interviews, a questionnaire was developed in order to have more specific and individual understanding of the audience (learners). The teacher explained for the students the importance of expressing their perceptions about online collaboration because that will help in planning for motivational strategies and in modifying the online activities. The results and the analyses of the qualitative and quantitative instruments: the group interviews and the questionnaire were used to promote the students' motivation. The students' suggestions that were feasible were taken into consideration. Extrinsic motivators that were marks are very important for grade 12 students because of the university requirements. Therefore, the researcher used these rewards as part of the process of promoting the students' motivation. The teacher who planned some strategies for promoting the students' motivation was ready to "try out and revise as necessary" (Keller, 1987).

Limitations: There are some limitations in this research study. First one is the design of the research is supposed to be an action research one, and again due to the time limits, the researcher relied on the participants' perceptions to report the results of the action. After applying Keller's motivational design process, the researcher had a poll with yes/no question to find out whether the students are ready to collaborate online after promoting their motivation. Another limitation is related to the number of the

participants and their age. The participants were 32 students in grade 12 and in this class the age of the students ranges between17-19. The online collaboration in this study was restricted to the class wiki although there are some other tools that can be used for that.

4. Results and Analyses

The qualitative data analysis and results: Group interviews and a questionnaire were done to analyze the audience (students) and plan strategies for stimulating their motivation for online collaboration accordingly. This section is displaying the results of the interviews and the results of the questionnaire are displayed in the next section. Students were asked two questions in the group interviews: Why are students reluctant to collaborate online using the class wiki? and the second question: Why do you collaborate effectively in the classroom while you don't do that online? The students answered these two questions and mentioned some conditions for online collaboration. The following table shows the details of the students' answers categorized into themes and conditions that students suggested for online collaboration.

Table 1: Interviews Analysis

Questions	**Themes generated.**	**Conditions for collaboration (suggested by the students)**
Why are students reluctant to collaborate online using the class wiki?	- Some students are lazy and do nothing in groups. However, they get marks like the others. We don't like the others to criticize my work. We don't like to do the others' work. Collaboration is a waste of time when we edit the others' work or give them recommendations to improve their work, when do we do our work?	-If the teacher assigned the responsibilities and what each of us has to do, collaboration will be good. Teacher should punish students who criticize the others' work and encourage them to help each other. If the teacher rewards me, I will help the others. However, it is unfair to have the same grade as those who don't know how to do their work. If a student helps her classmates, she must not have assignments herself. Teacher should assign students to edit and help the others, but those students should not have some other assignments to do. Teacher should reward those who help the others by giving them more marks than their classmates.
Why do you collaborate effectively in the classroom while you don't do that online?	The teacher in the classroom observes all the students and knows who works and who doesn't. The teacher always rewards good group work in the classroom. Physical activities in the classroom are interesting. For example, we enjoy role playing and presenting our group discussions. Writing short stories in groups is fun because some of us write and some others draw and some give ideas. However, online we cannot do that. We don't know how to collaborate online. However, in	The teacher should observe students online and ask them to work if they are not doing so. The teacher must reward students who work hard online as she does in class. If we have activities online similar to what we have in the classroom, we will collaborate. Why doesn't the teacher give points for online collaboration as she does in the classroom?

Table 1: Interviews Analysis

Questions	Themes generated.	Conditions for collaboration (suggested by the students)
	the classroom, the teacher explains exactly what we are supposed to do.	

Quantitative Data Analyses and Results: Using the themes generated in the qualitative data collection, a questionnaire was developed using "SurveyMonkey.net". A link of the questionnaire was posted on the class wiki front page and the teacher asked the students to fill it. This section displays the results of the questionnaire calculated by "SurveyMonkey.net" analysis feature using frequency and percentage. In response to the statement "I feel that online collaboration is interesting if we select our team members", 90.7% responded by "strongly agree" and "agree", while 0% responded by "strongly disagree" or "disagree". In response to the statement "I am willing to participate in online discussion if the topic is interesting", 77.4% answered, "strongly agree" and "agree", while 0% answered by "strongly disagree" or "disagree" and 22, 6 responded by "not sure". The responses to the statement "I am willing to collaborate online if the teacher rewards me" were as the following: 73.3% responded by "strongly agree" or "agree", 26.7% responded by "not sure" and 0% responded by "strongly disagree" or "disagree". In response to the statement " I am willing to collaborate online when the task is divided equally and each of us does her part" 78.2% responded by "strongly agree" or "agree", 0% responded by "strongly disagree" or "disagree" and 21.8 responded by " not sure".

Table 2: Percentage and the Frequency (P+F) of the Students' Responses

Areas	Statements	Strongly agree(P+F)	Agree (P+F)	Not sure (P+F)	Disagree (P+F)	Strongly disagree (P+F)	Total number of students
Perception about collaboration online	I feel that collaboration is interesting if we select our team members.	59.4% 19 Sts.	31.3% 10 Sts.	9.3% 3 Sts.	0%	0%	32
	I am willing to participate in online discussion if the topic is interesting.	29.0% 9 Sts	48.4% 15 Sts	22.6% 7 Sts	0%	0%	32
	I am willing to collaborate online if the teacher rewards me.	43.3% 13 Sts	30% 9 Sts	26.7% 8 Sts	0%	0%	32
	I am willing to collaborate online when the task is divided equally and each of us does her part.	31.3% 10 Sts	46.9% 15 Sts	21.8% 7 Sts	0%	0%	32
	I feel happy if my classmates help me in my project.	59.4% 19 Sts	34.4%	6.2% 2 Sts	0%	0%	32
	I feel happy if I help my friends.	65.6% 21 Sts	25.0% 8 Sts	6.3% 2 Sts	0%	3.1% 1 St	32
	I feel that it is very beneficial for all of us to help each other at work.	56.3% 18 Sts	40.6% 13 Sts	3.1% 1 St	0%	0%	32
Reasons for the reluctance to collaborate	Editing my work by one of my classmates makes me frustrated.	3.1% 1 St	12.5% 4 Sts	50.0% 16 Sts	25.0% 8 Sts	9.4% 3 Sts	32
	I don't like my classmates to read my	0%	9.4% 3 Sts	15.6% 5 Sts	34.4% 11 Sts	40.6% 13 Sts	32

Table 2: Percentage and the Frequency (P+F) of the Students' Responses

Areas	Statements	Strongly agree(P+F)	Agree (P+F)	Not sure (P+F)	Disagree (P+F)	Strongly disagree (P+F)	Total number of students
online	writing because I don't want them to criticize me.						
	I don't want to work in groups to complete a project because some students are lazy and get marks for doing nothing.	9.4% 3	34.4% 11	15.6% 5	25.0% 8 Sts	15.6% 5 Sts	32

In response to the statement "I feel happy if my classmates help me in my project", 93.8% responded by "strongly agree" or "agree", 6.2% responded by "not sure" and 0% responded by "strongly disagree" or "disagree". In response to "I feel happy if I help my friends", 90.6 % responded "strongly agree" or "agree", 6.3% responded by "not sure" and 3.1% responded by "strongly disagree". In response to the statement " I feel that it is very beneficial for all of us to help each other at work, 96.9% responded by "strongly agree" or "agree", 3.1% responded by "not sure" and 0% responded by "strongly disagree" or "disagree". In response to the statement "Editing my work by one of my classmates makes me frustrated", 15.6% responded by "strongly agree" or "agree", 50% responded by "not sure" and 34.4 % responded by "strongly disagree" or "disagree". The responses to the statement "I don't like my classmates to read my writing because I don't want them to criticize me" were as the following: 9.4% "strongly agree" or "agree", 15.6% "not sure" and 75% responded by "strongly disagree" or "disagree". In response to the statement " I don't want to work in groups to complete a project because some students are lazy and get marks for doing nothing", 43,8% responded, "strongly agree" or "agree", 15.6% responded by " not sure" and 40.6% responded by "disagree or "strongly disagree". The percentage and the frequency (P+F) of the students' responses are displayed in the following table 2 in alignment with the questionnaire statements.

Discussing the results and the motivational strategies applied using a modified version of Keller Motivational Design Model: The qualitative and quantitative data collection explored the students' perceptions about online collaboration. The main purpose of the data collection was to analyze the learners and find out how likely they are motivated and ready to collaborate online using the class wiki. Through the data got about the students, the teacher could define motivational objectives and design a motivational strategy (Keller, 2010). When the strategy is tried out, it is revised as necessary either to continue or to modify according to the students' reactions. The following is a discussion of the students' perceptions about the online collaboration and the motivational strategies the teacher is going to follow accordingly. Using Keller's motivational design model, the researcher is going to address the students' motivation and find out the role of motivation in their online collaboration.

In the group interviews the students gave abundance of themes related to the online collaboration and the reasons for being reluctant to collaborate online, while they are active collaborators inside the classroom physically. These themes gave an insight for the teacher about the strategy to be used; moreover, they were used to develop a questionnaire for better understanding. Themes mentioned in the qualitative data collection and used in the questionnaire developing were related to the teacher's role in promoting the students' motivation to collaborate online. Students reported that the teacher in the classroom sees those who don't work and provokes them to do so, while online the teacher doesn't do that. The teacher rewards those who collaborate inside the classroom, but she does not do that online. Another theme was generated in the interviews was related to giving the students' the right to select their group members and the topic they discuss. In response to these items in the questionnaire, the majority of the students responded by "strongly agree" or "agree" that online collaboration would be interesting if they could select their team members and the topic they discuss. This means that students don't like the teacher to select their group members, nor the discussion topic. The strategy that the teacher is going to take in order to have heterogeneous groups and give the students the opportunity to select their group members is the following. The teacher selects

coordinators for each group (Grade 12 students in Al Shumoukh School don't like the term "leader" of a group) and a vice- coordinator. These two students are strong enough to manage the group's work. The teacher identifies the responsibilities of these two group members and helps them to have plans that mandate collaboration in their groups. The reason for assigning the group coordinators and vice-coordinators by the teacher is to ensure that there is equity in the groups and not all strong students are in one group. The other members of the class decide which group they want to work in, but not more than 5 students in each group. The coordinators give the lists of the groups to the teacher who seats them in the same groups physically inside the classroom. Teacher gives the students a chance to select some discussion topics they enjoy and if some of the topics are good enough for the theme of the unit, the teacher asks them to continue discussion online. However, the discussion that starts inside the classroom is motivated by the teacher and when the teacher can see clearly that the students are highly motivated; she stops discussion and asks them to continue online.

Findings indicate that extrinsic motivation is important for grade 12 students to collaborate online as the majority of them report that they are willing to collaborate online if the teacher rewards them. Although research shows that intrinsic motivators fosters long term interest of the students in the behavior required; collaboration online in this study, the findings here indicate that grade 12 students are more interested in extrinsic motivators. "A child who is intrinsically motivated undertakes the task for very different reasons than the child who is extrinsically motivated. Marks that are extrinsic motivators are very important for grade 12 students because the university orientation and the students' future majors rely on the students' final percentage in this year. Therefore, the teacher's strategy was to modify the learning contract that was signed at the beginning of the year and add part for the types of rewards for active groups. Moreover, the teacher knows very well the importance of praising and encouraging o promote the students' motivation. Therefore, she made one of her habits to write some comments on the group project files and words of appreciation on the front page of the wiki to be seen by the other members. The majority of the students report that they are willing to work online when the task is divided equally and each member does her part in the group project. In order to have equality in the effort, the teacher gives some recommendations for the group work to be done equally. For example, those who are not good writers in English can search for resources and materials needed for the topic. They read these materials and underline the relevant information for the project and post them in the group's folder. Those who are good at photography or videotaping, they can contribute to the group project by uploading the photos or videos required. As for writing group stories online, the teacher or the coordinator can start with an interesting sentence that stimulates students to write. Each student in the group is required to write a sentence that completes the group story. The coordinator edits the writing of the others or asks the teacher for help.

The majority of the students in grade 12 don't have any issues in helping each other in their work. They reported that they feel happy if they help their friends or their friends help them. They have acknowledged the importance of collaboration in improving their performance. However, they reported some concerns regarding some lazy students who don't work and get marks for doing nothing. They perceive that the teacher has to find ways to make those students work. In order to address this issue, the strategy selected is to give weekly comments for groups showing that the teacher has already seen what they are doing and who is working and who is not (It is possible to see those who work in the wiki by the administrator (the teacher). Using Keller motivational design steps, the teacher analyzed the students and tried to define the motivational objectives according to the analysis. Moreover, the strategies used to promote motivation for online collaboration were designed according to the analysis made through the group interviews or questionnaire. Addressing the students' concerns and trying to promote their motivation, a poll with yes/no question was posted on the wiki page. The question was: Are you going to work collaboratively online to complete your trimester project? 100% of the students answered by yes. The teacher created group pages and could notice that students are working actively to complete their collaborative project.

Summary of Findings: The results of the qualitative and quantitative data collection indicated a positive role for motivation in online collaboration. Using Keller's motivational design model to analyze the students, define motivational objectives according to the data collected about them and design motivational strategy indicated willingness and enthusiasm to collaborate online as the students confirmed in the yes/no poll. All the students reported that they would be active participants in the group projects and they would collaborate

to produce high quality projects. However, the role of the teacher in promoting the students' motivation is crucial. These findings support Xie and Ke (2011) findings that indicated an important role for motivation in students' online interaction and they recommended that teachers in online classes should promote students' motivation, and more importantly, scaffold student moderators in meaningful learning during peer-moderated online discussions (P.916).

Limitations: In addition to the limitations mentioned before in this study, there are few other limitations related to the students who were involved in the study; it was the first time they had the experience of online work, therefore the factors that might have impacted their motivation for online collaboration might be different if the students had been used to such online activities. The findings depended on the students' self-reporting and observing real collaboration and reporting the role of motivation in that, but it did not evaluate the impact of this collaboration on the students' achievement. Another limitation that was mentioned before is related to the size of the sample that was very small because the number of the students involved in online activities is limited to grade 12 students whom the researcher is teaching. Finally, the tool that was used for online collaboration might have a positive or a negative impact on the students' motivation to collaborate. In this study, the researcher used the PBworks wiki to create online activities and did not use some other tools that might have different results.

5. Conclusion and Recommendations

The main purpose of this study was to explore, analyze and promote motivation for online collaboration using PbWorks wiki in Al Shumoukh high school in Al Mirfa City in the UAE. The study analyzed the students, defined the motivational objectives from the analysis results, designed motivational strategy and planned for trying out and revising as necessary. The findings indicated positive role for motivation in online education and an essential role for the teacher in promoting the students' motivation.

Recommendation and areas for future studies: Although the same teacher used the same tool at the beginning of the year, the students were not ready to collaborate online. However, when the teacher used some strategies to promote the students' motivation, students indicated willingness and excitement to collaborate online. Therefore, the study recommends that teachers should have professional development in how to involve their students in online collaboration and how to promote their motivation for that.

- Since this research study focused on online collaboration using wiki, it is recommended to study the role of motivation in online collaboration using some other technological tools to see whether the technological tool used has a role in motivating students to collaborate or not.
- The role of motivation in online collaboration was investigated by exploring the students' perceptions and observing them working. Therefore, it is recommended to have more empirical research to find out the role of motivation in online collaboration to improve the students' performance (in terms of grades).

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Appendices

The Group Interviews

Dear Students,

You have been working in your English Continuous Assessment Rich Task (ECART) projects for three years now. However, this year you were involved in online projects using (AlshumoukhAshwaqPbworks). I have noticed that some of you were not so motivated to collaborate with their classmates and preferred to implement their projects individually. Since I am interested in understanding your points of views and how to address your interests, I appreciate your help by answering these two questions:

1- Why are students reluctant to collaborate online using the class wiki?

_____
_____
_____
_____

2- Why do you collaborate effectively in the classroom while you don't do that online?

_____
_____
_____
_____

The questionnaire

Dear Students,

You have been working in your English Continuous Assessment Rich Task (ECART) projects for three years now. However, this year you were involved in online projects using (AlshumoukhAshwaqPbworks). I have noticed that some of you were not so motivated to collaborate with their classmates and preferred to implement their projects individually. The purpose of this questionnaire is to explore your perceptions about the main factors that motivate or de-motivate you to collaborate online. Therefore, I appreciate your help by filling this questionnaire

Areas	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Perceptions about collaboration online	I feel that collaboration is interesting if we select our team members.					
	I am willing to participate in online discussion if the topic is interesting.					
	I am willing to collaborate online					

Areas	Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
	if the teacher rewards me.					
	I am willing to collaborate online when the task is divided equally and each of us does her part.					
	I feel happy if my classmates help me in my project.					
	I feel happy if I help my friends.					
	I feel that is very beneficial for all of us to help each other at work.					
	Please write your suggestions to make online collaboration more interesting and beneficial form your point of views: _____ _____					
	_____ _____					
Reasons for the reluctance for online collaboration.	Editing my work by one of my classmates makes me frustrated.					
	I don't like my classmates to read my writing because I don't want them to criticize me.					
	I don't want to work in groups to complete a project because some students are lazy and get marks for doing nothing.					
	Please write some other reasons that make students de-motivated to collaborate online: _____ _____					

Online Poll

Dear students,
I appreciate your views and stances and I am ready to modify the activities that you do not enjoy according to your suggestions. We have already discussed collaboration online using the class wiki and decided some strategies that were approved by all of you. You have already mentioned your concerns and your motivators and we agreed on some specific strategies to address these concerns and make the online collaboration more interesting. Therefore, I want to you to respond to the following statement frankly:
- I am willing to collaborate with my group members to complete our English continuous assessment project for this trimester.
a-Yes
b-No