Online discussion has been used as a crucial assessment in online courses in higher education. It allows students to practice active thinking and provides opportunities to interact with others (Salmon, 2005). However, how to assess online discussions can be challenging because ways to assess discussions very greatly among instructor and can produce different results. The 21st Century Skills have been discussing in educational reform, which critical thinking and problem solving are heavily addressed. Unfortunately, critical thinking and problem solving skills seem to miss in online discussions.

The purposes of online discussions and what should be assessed in online discussions need to be re-evaluated. It’s important to have assessment criteria to lead students in discussion (Celentin, 2007). The purpose of this study is to analyze and discuss the grading criteria for assessing online discussions in higher education.

Reference
