# Title?

# ABSTRACT

*Please do not modify this text block until you receive explicit instructions.*

Permission to make digital or hard copies of all or part of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for components of this work owned by others than the author(s) must be honored. Abstracting with credit is permitted. To copy otherwise, or republish, to post on servers or to redistribute to lists, requires prior specific permission and/or a fee. Request permissions from [Permissions@acm.org](mailto:Permissions@acm.org).

*CONF '22,* Jan 1 - Dec 31 2022, Authorberg.

Copyright is held by the owner/author(s). Publication rights licensed to ACM. ACM 978-1-xxxx-yyyy-z/zz/zz…$zz.00.

unique doi string will go here

Online discussion forums have become widely used in undergraduate classrooms. They extend the learning space beyond the classroom and provide asynchronous opportunities for peer-to-peer collaborations. There are studies that suggest online posting behavior plays a role in students’ learning outcomes; however, the study of demographic characteristics of students who participate in online discussions is limited. This study compares gender, ethnicity and international status and declared majors of students who did and did not participate in an online discussion forum. The demographic variables of interest were chosen based on prior studies that showed varied usage patterns for online tools across gender and ethnic groups. The discussion forum provided a platform, where students could ask or answer their peers’ questions about the course material and homework assignments. The setting for this study was a sophomore-level dynamics and vibrations class that incorporated active, blended, and collaborative learning strategies. We were able to track an individual’s posting behavior with the website software. Study participants were grouped by whether they posted to the discussion forum at least once or not, and the Chi-square test was used to determine the statistical significance of demographic differences across the participation groups. It is shown that female students are more likely to be involved in online discussions than their male counterparts. Also, White and American Asians are overrepresented, but international and Hispanic students are underrepresented in the engaged group. In addition, students who took this class as a core requirement or required elective are more engaged than those who only took this class for credits. This work extends our knowledge of who uses online collaboration tools, and future work will analyze the content of the posts and explore the influence of forum participation on grades via a regression model.