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Communication of Elementary School Teachers in an Asynchronous Discussion Net Environment

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Abstract

This study analyzes the communication processes of 7 elementary school teachers in an asynchronous discussion net environment. Content analysis was used to determine what communication patterns appeared and what teachers discussed. The results showed that: (1) teacher communication patterns changed from “asymmetric interaction” to “symmetric interaction”; (2) the discussion content of teachers changed from teaching strategy knowledge to mathematics content knowledge and mathematics pedagogical content knowledge. Finally, this study provides suggestions for future research.

Keywords: asynchronous, teaching case, communication pattern