

# The Method of Locating Teaching Starting Point in Knowledge Building

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### Abstract

The study applies Knowledge Building to online teacher training, takes 50 trained teachers in an international school as research objects, and supplies some methods to locate teaching starting point of the participants who contract Knowledge Building first time. The study uses design-based research to improve and iterate the training process, asks 33 trained teachers and interviews 2 teachers to obtain their advices to the training process. From conversation with trained teachers and data on Chinese Knowledge Forum, gets the following information: trained teachers prefer to respond and read ideas rather than create ideas; 10 trained teachers would like to learn about Knowledge Building pedagogy and need more practice directions; online training has some limitation especially lack of in-deep discussion; research questions haven't solved and so on. Concluded method as follow: issue teaching instruction clearly and continuously repeat them; explain requirements collocate with trained teachers' examples; adjust training plan according to real situation.

### Challenges

**Trained teachers unclear the purpose of discussion**  
 In the first meeting, trainer finds teachers spend time on answering questions, so that in no time to explain the question clearly. Actually, the purpose of group discussion is to help trained teachers' to describe their authentic problems from teaching experience.

**Some teachers create incomplete ideas**  
 A complete idea should have teacher's opinions and questions. Question means a subject or aspect in dispute or open for discussion. In this research, question involves teachers' authentic confusion from their teaching experience. In addition, opinion means a view, judgment, or appraisal formed in the mind about a particular matter. In this research, opinion involves teachers briefly express their solution about authentic questions. Some teachers create incomplete ideas, just as only questions but no opinions or only opinions but no questions. After finding this situation, trainer explains the difference of a opinion and a question. Also, trainer uses teachers' products as examples to describe.

Learning Behavior	After First Training	After Sixth Training
create ideas	24	44
comment/responded ideas	108	145
read/respond ideas	76	106
read/read ideas	1040	1150
comment numbers	204	342
network density	0.05	0.08

Table 3. learning behaviors analysis

### Platform

The study uses three teaching platforms, each has different functions. The first one is Tron class app, its aim is to transmit teaching resources; second is Zoom which is a sync video app, it can achieve remote teaching; the last one is Chinese Knowledge Forum which supports community members to create, comment and react ideas.



Fig 1. Chinese Knowledge Forum

Table 1. Ideas Completeness (Before)		Table 2. Ideas Completeness (After)	
Category	Count	Category	Count
Complete	12	Complete	18
Incomplete	12	Incomplete	10
Question	0	Question	5
Opinion	0	Opinion	12
Other	0	Other	0



Fig 3. Social Network



Fig 4. Reading Relationship

### Discussion

Table 3 is the learning behaviors data extracted from Chinese Knowledge Forum. It reveals that trained teachers prefer to respond and read ideas rather than create ideas. Especially even though there are only 24 created views in the third training, but there are 176 responded views (include comment and react ideas) and these views have been read 1900 times. The trained teachers have enough teaching experience, so they prefer answer, agree, comment others' ideas. The function of Chinese Knowledge Forum is to help every participant to understand others' ideas and then form community knowledge.

### Conclusion

**Issue teaching instruction clearly and continuously repeat them**  
 Knowledge Building requires community members to raise real questions in the authentic situation. The real questions require accumulation of experience. So, teachers or trainers don't need to pay much time to introduce the methods or the principles first, just help participants to get familiar with Knowledge Building slowly in the teaching process. Importantly, issue teaching instruction clearly and continuously repeat them in the building process, then builders can understand and grasp core meaning.

**Explain requirements collocate with trained teachers' examples**  
 Show real examples of trained teachers' products and quality sample courses is a good method to help them to understand training requirements. Such as show complete ideas and incomplete ideas to teachers when they don't know the difference of the opinions and questions. And provide right course videos to the teachers when they don't understand the core purpose of discussion. Principles are summarized by pioneers, they can direct next practice. But once in practice, new problems will arise because of different actual conditions, and then the theory will be formed after summing up experience. So, explain with real examples can help participants to connect theory with practice quickly.

**Adjust training plan according to real situation**  
 Use Knowledge Building to conduct teacher training, trainer needn't default too much training content, but adjust training plan according to participants' real situation. These strategies can't be prepared before training, we don't accurately predict what will happen because all ideas in Knowledge Building are generative.



Fig 5. Word Cloud

