

The Research to the Teaching Reflection for Promoting the Depth of Online Teaching Research

Wang Xiaofeng

School of Educational Technology, Faculty of Education, Beijing Normal university, China
wantxf_bj@126.com

Chen Ling

School of Educational Technology, Faculty of Education, Beijing Normal university, China
bnukuayue@163.com

Ma Ning

School of Educational Technology, Faculty of Education, Beijing Normal university, China
horsening@163.com

Abstract: The study focused on the depth of the teaching research and attempted to design a LWCTR teaching research process, that is “Learning theory---Watching video teaching case---Cooperative preparing for lessons---Teaching and discussion---Reflection and summary” . Based on this process, it developed a variety of teaching research reflection activities to promote teachers' professional development. The article elaborates an empirical study case, and it can constantly modify and inspect LWCTR teaching research process. At last, it conclude a set of reference reflection script and implementation strategy, which promote the depth of teaching research.

Key Words: *Teaching Reflection; Online Teaching Research*

Background

2008, the “The puzzle of Li Kedong” pushed the teaching research to the top. How to achieve the effectiveness of teaching research has become a need deeply thinking problem. Reflective practice is a dialogue between thought and action, including the reflection on the practice and reflection in practice (SchÖn,D. A,1983). It originated from the practice of confusion and wonder. It is the thinking process for practice activity and is the process of meaning production. Therefore, to carry out the reflection activity enables teachers to continue to learn and access to knowledge from experience (Warfield,J., Wood,T., & Lehman,J. D,2005). Apart from it , it is refining and extraction of the internal mechanism of practical knowledge(Wu Hetang,2000). Therefore, the teaching reflection is an effective strategy to carry out the research activity (Dominique Verpoorten, Wim Westera& Marcus Specht,2012).

Research process setting

The research based on *the Project of the Leapfrogging Development for Primary Education* and carried out a period of one semester of hybrid research activity facing the rural primary school in China. Network teaching and research is mainly using *Learning Cell*(<http://lcell.bnu.edu.cn/>) for the technical support platform. In this platform, researchers created an knowledge group named *Teaching Strategy Research for Situation in the First Language Classroom*, and gathered all related to the research resources, so becoming a knowledge clusters containing materialized resources and human resources.

LWCTR teaching research process

LWCTR teaching research process include five phases blending face-to-face with online, that is , Learning theory---Watching video teaching case---Cooperative preparing for lessons---Teaching and discussion --- Reflection and summary. Each phase has three types of dialogue and reflection. Specific research process is as follows:

phase	situation	Self-dialogue	Dialogue between peers	Dialogue with experts
Learning theory	online	Write notes	Exchange the experience	Provide materials Comment and Guidance
Watching video teaching case	Online	Choose and watch cases	Share and discuss cases	Provide materials Comment and Guidance
Cooperative preparing for lessons	Online	Write lesson plans	Share and modification	Comment and Guidance
Teaching and discussion	Face-to-face	Practice in class	Listen and communication	summary
Reflection and summary	Online	Self-reflection	Comment and summary	Evaluation

LWCTR teaching research process

Learning theory

Because of most of teachers have had know something about situational creation. So in this research, based on this situation, the researchers offer some certain theoretical height articles for teachers to read,

improve teacher's theoretical level and form relatively superior theoretical framework. To test students' study effect, each teacher writes a note according to their own learning situation.

Watching video teaching case

This phase is watching video teaching case and writing your reflection for the content. Every teacher watches the case what you want and talks with your partners who have watched the same video case. The researchers provide materials and comment for the reflection.

Cooperative preparing for lessons

In order to further verify and view the internalization degree of teachers, promoting the transformation of the depth of the individual knowledge and the collective wisdom, research goes into the third stage: everyone designs a lesson, and modifies with your partners. In this phase, the researchers specify the content of the teacher prepares a lesson, lesson intentional with heterogeneous cooperative preparation conditions. With have a text teachers communicate with each other and discussing deeply, depth in dialogue and negotiation to carry out the creating situation application in first language teaching.

Teaching and discussion face-to-face

In order to promote effective development in-depth dialogue and consultation, face-to-face to evaluation research is indispensable. After the criticism, the research team members randomly divided into 5, 6 people group, and the bracket of collaborative reflection questions in collaborative reflection, a consensus view. Finally, each team will send a representative group views submitted to study learning cell platform, figure 3 for the research team collaborative reflection after the point of view.

Reflection and summary

In the late stage of the research, on the basis of the results from theoretical study period, each teacher constructs and optimizes their understanding of *situation creation*, and forms individual knowledge construction.

Conclusion

Teachers' practice has huge value and reflection is the core of teachers' learning motivation. Reflection can make personal knowledge visualization, teachers become active knowledge construction. The article constructed a LWCTR blending teaching research which can be successfully established professional self-esteem and consciousness, and help teachers personal knowledge management; At the same time, teachers personal practical experience and wisdom can be gained in the process systematic, in favor of preservation of teacher's practical knowledge, share, innovation and diffusion, the promotion of the teacher's personal knowledge application value (Verpoorten, D., Westera, W. & Specht, M, 2011).

References

- [1] Dominique Verpoorten, Wim Westera & Marcus Specht (2012). Using reflection triggers while learning in an online course. *British Journal of Educational Technology*. 1030-1040.
- [2] Schön, D. A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.
- [3] Verpoorten, D., Westera, W. & Specht, M. (2011). Infusing reflective practice in eLearning courses—can widgets help?. *International Journal of Technology Enhanced Learning*, 3, 1, 93–109.
- [4] Warfield, J., Wood, T., & Lehman, J. D. (2005). Autonomy, beliefs and the learning of elementary mathematics teachers. *Teaching and Teacher Education*, 21(4), 439-456.

[5]Wu Hetang.(2000). A study on relationships between reflective teaching and professional growth of junior high school interns. National Kaohsiung Normal University.5.