| Title | 国際的な高等教育の文脈における言語指導者の技術的教育内容知識(TPACK)の構築 |
|---|---|
| Author(s) | 汪, 静 |
| Citation | |
| Issue Date | 2024-03 |
| Type | Thesis or Dissertation |
| Text version | ETD |
| URL | http://hdl.handle.net/10119/19049 |
| Rights | |
| Description | Supervisor: KIM,Eunyoung, 先端科学技術研究科, 博士 |

JAIST
JAPAN
ADVANCED INSTITUTE OF
SCIENCE AND TECHNOLOGY

**Abstract**

The dissertation focuses on building instructors' Technological Pedagogical Content Knowledge (TPACK) in the context of Transnational Higher Education (TNHE) during the COVID-19 pandemic. It emphasizes the importance of integrating technology, pedagogy, and content knowledge for effective teaching and learning, particularly in language instruction within TNHE. The study aims to identify opportunities that support language instructors' development in TPACK, as well as the development of individual knowledge domains like Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK).

The dissertation comprises six chapters. It includes two main studies: the first quantitatively assesses changes in TPACK over three semesters using a validated survey tool, while the second is a longitudinal case study that provides deeper insights into the opportunity to learn behind these changes.

Study 1 involves language instructors from Chinese TNHE institutions. It uses Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to examine the TPACK survey instrument and employs Repeated Measures ANOVA to determine changes in TK, CK, PK, and TPACK across semesters.

Study 2, a longitudinal case study, investigates the development of TPACK and its sub-domains in various contexts during COVID-19 from Opportunity to Learn (OLT) perspective. It focuses on the practices of three instructors in TNHE institutions to understand how their TPACK develops amidst the pandemic challenges. The data sources came from language instructors' teaching practices, interviews and CPD programs during COVID-19. Textual data content analysis is used to explore language instructors' TPACK and its occurrence rate, and thematic analysis is used for coding OTL for TPACK development in CPD programs, teaching practices and university context.

The results provide a cyclical interaction between opportunities supporting CK, PK, TK and TPACK, and well-rounded teacher concept is proposed in TNHE language education context. It also suggests that engaging in opportunities supporting TPACK could highlight limitations in teachers' TK, CK, PK, encouraging them to seek further learning in teaching.

Overall, the dissertation provides empirical evidence on TPACK development, going beyond self-reported data, contributing to the understanding of TPACK development in TNHE language instruction, informing policy and curriculum decisions, and enhancing teaching and learning outcomes in diverse contexts.

Key words: TPACK, transnational higher education, knowledge development, COVID-19, opportunity to learn