

Accepted Manuscript

Using design-based research methodology to develop a pedagogy for teaching and learning of Chinese writing with wiki among Chinese upper primary school students

Xuanxi Li, Samuel K.W. Chu



PII: S0360-1315(18)30152-0

DOI: [10.1016/j.compedu.2018.06.009](https://doi.org/10.1016/j.compedu.2018.06.009)

Reference: CAE 3373

To appear in: *Computers & Education*

Received Date: 7 April 2017

Revised Date: 6 June 2018

Accepted Date: 8 June 2018

Please cite this article as: Li X. & Chu S.K.W., Using design-based research methodology to develop a pedagogy for teaching and learning of Chinese writing with wiki among Chinese upper primary school students, *Computers & Education* (2018), doi: 10.1016/j.compedu.2018.06.009.

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

Using Design-based Research Methodology to Develop A Pedagogy for Teaching and Learning of Chinese Writing with Wiki among Chinese Upper Primary School Students

Dr. LI, XUANXI

Post-doctoral Student

Faculty of Education

East China Normal University

Shanghai, China

Email: petrel6688@126.com

Dr. Chu, Samuel K. W.

Associate Professor

Faculty of Education

The University of Hong Kong

Pokfulam Road, HK

Email: samchu@hku.hk

Abstract

In this research, a conceptual model of a wiki-based collaborative process writing pedagogy (WCPWP) is developed using a design-based research (DBR) methodology. The intention is to help the teaching and learning of Chinese writing among mainland Chinese upper primary school students. The wiki-based learning environment Joyous Writing Club (JWC) (www.joyouswriting.com) was designed and developed. The study was conducted in a primary school in Shenzhen, China, and divided into three iterative research phases spanning one and a half years (three semesters). Over this time the WCPWP was developed and refined. In this study, both quantitative and qualitative methods, including online wiki documents, a course feedback questionnaire, observations, interviews, and a teacher's questionnaire, were used to collect data. The results indicated that the Chinese language teachers and most of the students had positive attitudes and perceptions toward WCPWP. They perceived that the WCPWP had positive effects on students' writing ability, writing attitudes, collaboration, reading, and oral expression. This study illustrates in detail the process of improving the WCPWP, and is a good example of how DBR can be used to design and develop pedagogy. The resulting development of a conceptual model of a high-grade WCPWP may help primary school teachers enrich the pedagogical knowledge related to wikis and Chinese writing.

Keywords: Design-based Research, Pedagogy, Wiki, Chinese writing, Chinese primary school students

Download English Version:

<https://daneshyari.com/en/article/6834580>

Download Persian Version:

<https://daneshyari.com/article/6834580>

[Daneshyari.com](https://daneshyari.com)