CHAPTER 2

Literature Review

This chapter is aimed at reviewing the previous research, Education System in China, related theories or relevant tools that used in this research for small-scale training center to improve teachers' teaching quality, such as Knowledge Management, Knowledge capture tool (Teaching Record), Knowledge Repositories, Communities of Practice (CoPs) and one communication tool in China.

2.1 Education System

2.1.1 Education System in China

Chinese Education started in the Chinese classical work, rather than started from a religious organization. In old China, the education system laid emphasis on old-style private schools. In the early days of the founding of the People's Republic of China, the task that national people facing was to recover and develop the national economy and at the same time, reform the old educational enterprise. At that time, the task of education in China was to build a new democracy education, under the leadership of the Communist Party of China, with the guide by Marxism-Leninism and Chairman Mao's thought, with the fundamental of before experienced. In the 21st century, the Chinese government put education on the priority development strategic position. And the strategic policy is rejuvenating the country through science and education. Chinese government constantly depended on the reform of the education system, strengthened education for all-around development, and insisted on the popularization of the nine-year obligation education. The orientation of developing Chinese education is toward modernization, toward the world, and towards the future. Thus, governments at all levels increase the input of education, and at the same time, encourage multi-channel and multi-form schools which built by a private person. Right now, current education in China is exam-oriented education, taking the college entrance examination as a representative.

Thus, the education system in China can be divided into two parts. One is formal education and the other is informal education. With the development needed, the government put the focus on formal education. There are 5 parts of formal education, which are basic education, secondary vocational education, higher education, adult education, and other forms of education.

Basic education has several components, which are preschool education, primary education, secondary education, and high school education.

Preschool education recruits students from 3 to 6 years old children, and the place which provide preschool education in kindergarten. There are three classes for different ages of students in kindergarten, which is junior kindergarten for 3 to 4 years old students, mid-class of kindergarten for 4 to 5 years old students, and senior kindergarten for 5 to 6 years old students. The aim of preschool education is helping students to adapt school life in the future. In kindergarten, the class is dominated by game and provides three meals a day for students.

Primary education is divided into six grades and the ages of students are from 6 years old to 12 years old. In usually, grades one to grades three in general term are called junior grade, which is the foundation stage of primary education. Grades four to grades six are development stage in primary school. The main subjects are Chinese; Math and English, and the minor subjects are morality, sport, science, music, art and information technology. The examination subjects for students to attend junior high-school are Chinese, Math and English. The junior high school will base on students' examination scores to divide them into different classes.

In secondary education, the age of students is between 12 to 15 years old, which are distributed into three stages and the place which provide secondary education is called Junior High school. According to the stipulation by the Chinese government, the course that students need to learn is Moral, Chinese, Math, English, Physics, Chemistry, History, Politics, Geography, Biology, Sports, Information Technology, Music and Art. Students situated in grade 3 in junior high-school, will face one examination, which is senior high-school entrance examination. The full mark of senior high-school entrance examination is 530, in which Chinese accounts 120, Math accounts 120, and English accounts 120, and Physics accounts 70. Chemistry accounts 70 and sports account 30.

Graduated from junior high school, there are two choices for students, which are attending the senior high school which is preparing for attending college or attending secondary professional schools and vocational secondary schools which are aiming at cultivating professional skills to get related jobs. During senior high school, students need to study 11 subjects at the stage of a senior one, which are Chinese, Math, English, Physics, Chemistry, Biology, Geography, Politics, Sports and Information technology. After senior one, there are arts and sciences for students to choose. Students who choose art should learn Chinese, Math, English, Politics, History, and Geography which are the subjects for the college entrance examination. Students who are willing to learn the sciences should learn Chinese, Math, English, Physics, Chemistry, and Biology.

The score of the College Entrance Examination will decide what kind of college that students can attend. Successfully finished basic education, students will attend higher education. Higher education consisted of higher vocational education, junior college, and undergraduate college. After graduating from undergraduate college, students can base on their ability to choose to take a degree of master and doctor or find a job.

2.1.2 K12 Education

According to that the basic education in China consisted of preschool education, primary education, secondary education, and high-school education, which meets the definition of K12 Education, basic education is also called K12 education in China. It is basically that K12 education is the same as obligations education in China, which is the increasingly expanding geographical scope and covering time education. K12 education is one of the fundamental and social focal points in China. The fundamental purpose of K12 education is to build the basic knowledge system and cultivate the ability of independent thinking for students. Thus, K12 Education in China mainly refers to the education stage from preschool education to high education.

But with the development of society, the existed K12 Education system gradually unable to adapt the social needs, and the contradiction is getting worse, consequently, reforming K12 Education system is crucial. And the existing problems of K12 Education system in China are:

1. Exam-oriented education gradually fails to adapt the social needs. The requirement of social development needs the education system to pay more attention to cultivating students' independence, innovation, operational ability, and personal interest and specialties;

2. Educational resources become uncoordinated. There existed a serious imbalance in teachers' quantity and quality in the K12 education system. The seriously inadequate of teachers' number and irregularity of teachers' quality lead to the difficulty of coordinating teachers resources, which urgently requires to expansion teachers' scale and improve teachers' quality in the K12 education system.

3. Financial and mental burdens increased. To improve students' learning outcome, teachers are pushed to leave a large number of assignment for students, students are required to finish piles of homework, and parents are compelled to spend more time and cost on children's education.

2.1.3 K12 Training Center

In consideration that K12 Education is the fundamental education in China, and it also prepares students for attending better college, education resources are extremely unbalanced and some inadequacy of K12 Education system, the regulation of choosing school and dividing classes are based on students' examination scores, K12 after-school counseling becomes the rigid demand for students and parents in China which is an education form of informal education.

The training center is a special organization to provide children with education activities outside of school. The Japanese scholar, Ryosuke Matsui, pointed out that the training center has the special educational value comparing with school education.

In China, there existed three types of description about training center:

1) Training center is an educational activity, which built and organized by the owner of a training center, aiming at completing educational aims in collaboration with school;

2) Training center means with the help of more time and space than school to impart knowledge to students;

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3) Training center is a place to provide variety, purposeful, planned and organized activities for children, such as Children's Palace, Youth Activity Center and so on.

K12 after-school counseling is collectively known as the K12 training center. The K12 training center, in China, is a training center which provides K12 curriculum, which is Chinese, Math and English as the normal class, training for students between primary to high school to improve their grade.

In all, the training center is a for-profit organization, which aims at providing outside school education service to satisfy students and parents' need for education.

2.1.4 Teachers in Training Center

According to Article 3 of Chapter 1 of The Teachers Law of People's Republic of China, teachers are professionals who perform the duties of teaching and education, undertake the task of imparting knowledge and educating children, aimed at cultivating the constructor and successor of Socialist Cause and enhance national quality. The nature of the training center is education, thus, teachers who worked in the training center assume the common task as same as teachers who worked in public school. Thus, teachers who worked in the training center, aim at imparting knowledge to students, help children grow healthily, and foster a qualified constructor and successor of Socialist Cause. Teachers, who worked in the training center, are engaged in the training center. And the relationship between teachers and the training center is maintained by contract or agreement. Teachers perform employment duties, and training center pays wages or remuneration on the basis of contract or agreement. And teachers in the training center have entitled the rights and obligations which prescribed by National Laws and Regulations on the teacher.

2.2 Knowledge Management

2.2.1 Definition of Knowledge Management

With the development of society, to expand the number of workers and raise the fund is not enough to adapt to the fast change in the world. Change happens every second, every minute, and every hour. Everyone has to adapt the change no matter you accept it or not. Besides, every organization must learn to become comfortable with change and should be in a position to adapt to the unpredictable more quickly than their

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competitors could. Cumulative enough knowledge might be a better tool to adapt the change. Thus, knowledge might be the optimum competitive weapons of our era. And our society changes as a knowledge-based society, which is totally different from the society that existed before World War II. Based on knowledge will lose with time goes by and people turnover and more and more people realized that the way to keep competitiveness is keeping knowledge. Knowledge Management emerges as time requires.

The term, Knowledge Management, apparently was first used in its current context at McKinsey in 1987 for an internal study on their information handling and utilization (McInerney and Koenig, 2011). Knowledge management is the process of identifying, creating, disseminating and utilizing knowledge. Knowledge management can be divided into two activities. One is used for the organization to gain knowledge based on their own experienced and experienced sharing from others. And the other is using knowledge to complete the task of organization. Knowledge management is the procedure of going on organization's own value of learning through staffs' intellectual and assets based on knowledge. Knowledge management is an endless loop with the process of discovering knowledge, organizing and classifying knowledge, sharing knowledge, applying knowledge and creating knowledge. Knowledge management is acquiring and using intangible knowledge from experts to create value for an organization. Knowledge management aims at delivering the right knowledge with the right channel to the right person. Knowledge management is about building organizational intelligence by enabling people to improve the way they work in capturing, sharing, and using knowledge. It involves utilizing the ideas and experience of employees, customers, and suppliers to improve the organization's performance (Marilyn, Caren, Tim, Michael and Dimple, 2008). Knowledge Management may be simply described as using appropriate tools or technologies to get maximized knowledge from right people. Three components of Knowledge Management are people, process and technology.

The knowledge in Knowledge Management can be divided into two parts, which are explicit knowledge and tacit knowledge (Nonaka, 1994). Explicit knowledge means the knowledge could be saved or storage by books, paper, articles, website and etc. It can be easily found an captured. It is therefore fairly easy to identify, store, and retrieve,

which is usually found in databases, memos, notes, documents, etc (Nonaka, 1994). Tacit knowledge refers to intuitive, hard to define knowledge that is the largely experienced base (Nonaka, 1994). In general, tacit knowledge can be saved in the person's head, which leads it hard to capture. Thus, to get the tacit knowledge from experts should with the help of some aids.

Why research of Morejoy Education belongs to Knowledge Management's research? The problem of Morejoy Education is the existed training process cannot improve zero-year experienced teachers' teaching quality, which can be explained like zero-year experienced teachers could not gain enough knowledge or required knowledge to satisfy what they need. So, it is obvious that the problem occurred in the process of acquiring knowledge. Thus, the problem of Morejoy Education is a part of Knowledge Management's problem.

Teachers' teaching experience refers to the summary of knowledge or skills acquired by individual teachers in daily education teaching practice on the basis of disciplinary cultural knowledge and educational theory. In other words, teachers' teaching experience is shaped and produced through continuous learning, communicating and exercising, reflecting and understanding, which belongs to one part of teachers' knowledge. To demonstrate teachers teaching the class, can get all explicit knowledge some tacit knowledge. Getting explicit knowledge means getting teachers' teaching plan, teaching material and etc. Acquiring tacit knowledge means observing teachers' teaching behavior and communicating with teachers' about teaching experience.

2.2.2 Knowledge Worker

The definition of knowledge worker can be divided into two parts, on is someone who can take full advantage of modern science and technology to improve their working efficiency; the other is knowledge staff who have the ultra-strong ability to learn knowledge and creating new knowledge (Peter, 2006). The knowledge worker is those people who create value with the help of the brain rather than labor (Frances, 2010). Knowledge worker in China has two meanings: one is staffs who work in the knowledge industry. The other is the knowledge-based worker who works in traditional industries. Knowledge worker should not only have the relevant knowledge, but also be able to apply knowledge to work tasks, and further carry out knowledge to innovate new

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things. Thus, knowledge workers not only master knowledge right now but also having the ability to learn useful knowledge for the future.

Teachers are a knowledge worker in training center, because of their job category. Teachers work in a training center, which is a place aims at sharing knowledge to students for getting higher learning outcome, should have subject related knowledge, and at the same time, using their knowledge to help students getting higher learning outcome.

2.2.3 Knowledge Management Tools

Based on knowledge management is a complicated process, it needs some tools to give a hand. For capturing and storing knowledge, an interview could be one tool to help (Merriam, 2016). The interview is a conversation where questions are asked and answers are given. The aim of the interview is gaining information from interviewees. It can be divided into an individual interview and group interview based on the number of the interviewees. It can also be divided into the on-the-spot interview or online interview, in terms of the place or situation of the interview. Before implementing an interview, the interviewer should master the basic information or data which related to the interview's topic. Then, read relevant books or article. After gathering the information from previous research, draw the abstract of the interview. The interviewer must take DV, camera or some recording tools to record the interview process. For collaboration mechanisms, Communities of Practice are a commonly used the tool.

2.2.4 Knowledge Capture Tool for Teachers---Teaching record

Teachers in training center are the core competitiveness of one training center, thus, to maintain experienced teachers knowledge is crucial. The first step of maintaining teachers' knowledge is capturing it first. And teachers' core knowledge is the way of holding one class for students, such as teaching method.

Teaching record is a record mode with the help of photographic apparatus. It is a mirror that could reveal the real classes' situation, in which researchers could use video to observe teachers' teaching situation but also observe students immediate response during classes (Zhang, 2014). Thus, the carrier of teaching record is video. And there are two advantages of teaching record: One is that teaching record is convenient and efficient. It means that through teaching record, learners could be able to get a large

number of clear and complete classroom teaching recordings. The other is repeated. Learners could base on their own need to watch any pitch point of contents in teaching record, and repeat play heaps of time if learners wanted.

In the training process, teaching record is used to record experienced teachers teaching situation. According to some research, it mentioned that human's memory can be divided into three parts, which are immediate memory, short-term memory, and long-term memory. The storage time of immediate memory is around 20 seconds, and only one percent of the contents can enter to be short-term memory. But the time of duration of short-term memory is only one of twenty minutes. Without further information processing and storage, this kind of information is useless and is difficult to reproduce. If the contents of short-time memory are to be utilized or enhanced, it will come into long-term memory. On the basis of memory of principle, a large amount of information in classes is belonging to immediate memory, and lots of teaching details will be forgotten in some seconds or some minutes. There are the minority of contents of teaching can be remembered after classes. If teachers do not recall or intensify memory, this kind of content will fade away or even be forgotten (Song, 2018). Therefore, this is the reason why teachers could not improve their teaching skill by observing experienced teachers teaching a class only.

2.2.5 Knowledge Sharing Tool —Knowledge Repositories

Nowadays, finding the way to keep up and share corporate common knowledge is of prime importance and objective for enterprises, no matter what size and character the company is. Online databases and corporate intranets give the channel for training organizations to distribute, retain and innovate information and knowledge for the sake of staffs in enterprises. Knowledge repositories become a newly-developing method for an enterprise to retain and share knowledge.

Knowledge repositories are databases of codified knowledge assets that are systematically organized to facilitate searching and retrieval (Ruggles, 1998). A knowledge repository is a database with the help of the internet, which provide information or knowledge could be captured, organized and categorized systematically. In general, knowledge repositories belong to enterprise use only, which means that the database which saved in knowledge repositories are private and the manager and worker of one company have the right to use and the information of knowledge repositories are

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the proprietary information for one enterprise only. Knowledge repositories assist organizations to connect employees with information and knowledge within the enterprise via online discussion group, online libraries and etc. There is a central location of knowledge repositories which gather, upload and share learning resources for enterprise need to satisfied both traditional, like a training room, and non-conventional learning environments. They have become an integral part of corporate-wide knowledge management programs and a valuable stimulant of social and informal learning activities (Cross & Baird, 2000). The necessity of Knowledge Repositories is the knowledge which is saved in knowledge repositories is an explicit knowledge. Explicit knowledge means this kind of knowledge is easier to express. Knowledge repositories can also reduce staff's training period.

For Morejoy Education, experienced teachers teaching skill are key factors within training center, with the help of teaching record, knowledge repositories could save and share this kind of knowledge to others to help training zero-year experienced teachers.

There are some core characters of one effective knowledge repositories:

1. Centralization. It means that a wide variety of digital courseware which has the same topic or purpose, are put in a central place for people to discovery quickly;

2. Content management. The content of knowledge repositories could be an audio file, video file, data, article, paper, blog, best practices guidance and contact information, which have no form limited.

3. Cost savings. Knowledge repositories could reduce the cost of training and education by no-payment materials, no-place of training, and informal training and learning method.

Dating back the core character of knowledge repositories to Morejoy Education, it can be explained like following. Wechat group of all English teachers is the carrier of knowledge repositories, which upload the training record for improving English teachers' teaching ability. And in Morejoy Education's knowledge repositories, experienced teachers' teaching skill is recorded by teaching record and showed through video. This kind of knowledge repositories does not need any training place which saves money for training centers to build taking into consideration of small-scale training center's financial situation.

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The key feature of knowledge repositories is sharing. In Morejoy's knowledge repositories, it aims at sharing experienced teachers teaching the skill to zero-year experienced teachers and sharing and communicating information or experience to all English teachers.

As a just-in-time learning method, knowledge repositories are widely used. Based on the experience of organizations that have implemented successful knowledge management initiatives, two sets of methods and tools have been found to work well: knowledge repositories and communities of practice (Choo, 2002).

Knowledge repositories in Morejoy Education are used as new English teachers' training process, which aims at bearing the experienced teachers teaching and training video for zero-year experienced teachers into a Wechat Group. In this Wechat group, experienced teachers can share their knowledge to zero-year experienced teachers, and zero-year experienced teachers can communicate and ask for advice from experienced teachers. Thus, the Wechat group not only share training video and suggestion, but also provide a channel for experienced teachers and zero-year experienced teachers to communicate. With knowledge repositories have no website requirement like E-learning, it can save the cost and energy for small-scale training centers to build.

2.3 Communities of Practice (CoPs)

2.3.1 The Definition of CoPs

Communities of Practice (CoPs), or Community of Practice (CoP), are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2006). It means that gathering people who engaged in the same domain or had similar interests together with the idea of sharing their knowledge or professional to have a high ability or more knowledge (Jane & Melody, 2011). The definition of Communities of Practices is focusing on one topic, gathering a group of people together and through continuous communication with each other to improve their knowledge and skill in their own area of expertise. Learning is a socialization activity because the most efficient way of learning is people learn together.

There are six concepts of Communities of Practice, which are:

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1. Gathers people who have the same interests or major. So this kind of people can be your colleagues or peers;

2. Everyone in Communities of Practice has their rights to gain knowledge from others and at the same time, shares their knowledge to others;

3. The reason that people gathering together is all of them having the same goal or having one target to achieve;

4. Improves everyone's who attend CoPs learning efficiency;

5. Peoples who attend CoPs should have the equivalent working experience or having the related practice;

6. CoPs is the place that people can gain new knowledge or create new ideas.

Thus, there are three characteristics of CoPs. First one is the community. Community means that people who join this kind of activity, should share information with others, discuss with others and assist others. The second one is the domain. It emphasizes that people who engaged in this kind of activity have the same interest or the same professional. And the final one is practicing. To demonstrate own knowledge to others and achieve the same target that all participants want to achieve is the purport of practice.

The advantages of Communities of Practice are:

1. Provide a channel to development, share and manage experts' knowledge;
2. Avoid reinventing the wheel;
3. Break departmental boundaries;
4. Provide more flexible organizational form than a traditional conference;
5. Generate new knowledge based on the problem occurred;
6. Predict the potential opportunity or threaten in a way;

7. Create a new organizational culture in which people are would like to communicate with others and are willing to share their knowledge with others.

In general, Communities of Practice is a tool that major similar people through information and experienced sharing and communicating to improve their own professional or achieve their common goal. Communities of Practice are an efficient communication place for people to spread, transfer and share knowledge.

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2.3.2 The Type of Communities of Practice

Communities of Practice as one informal organization, creating a large number of informal communication channel for enterprises. And the way of communication could be the fix-time conference, or using lunch break time to discuss, or using E-mail, forum, online communication and lots of online systems. Thus, the two commonly used communicate the method of Communities of Practice are the face-to-face community and virtual community.

The advantages of face-to-face Communities of Practices are:

1) Controllability. Based on site observation, the holder will control and a guide participant to discuss with the topic, in case of the discussion wanders too far from the subject.

2) Aggregation. The holder can be based on the situation on the ground to summarize the scattered speeches.

Virtual Community is not the organization of physical space, which is a community happen on the Internet, with the help of modern science and technology, consisting of people who have the domain of interest. The advantage of a virtual community is across the region, which means that participant can attend the community anywhere and at the anytime. And the other advantage of virtual community is across the timeliness, which means that participants can attend the community breaking the limits from time and space. At the same time, participants can communicate with each other with the help of words, pictures, audio and video and lots of medium forms. This kind of community can keep with medium form and increasingly inheriting.

2.3.3 CoPs for teachers

The research mentioned that teachers' knowledge is composed of two parts. One is practical orientation knowledge, and the other is subject orientation content knowledge. And subject orientation content knowledge has consisted of subject knowledge and science teaching knowledge, which are explicit knowledge. But practical orientation knowledge is tacit knowledge, which comprising with daily teaching practice. And this kind of knowledge can be shared through practice and teaching communication. Thus, teachers' teaching ability is evaluated by subject orientation content knowledge and practical orientation knowledge. And subject

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orientation content knowledge belongs to explicit knowledge, which can easily be acquired through Knowledge Repositories, but is hard to support teachers to acquire tacit knowledge. Hence, to acquire practical orientation knowledge needs another tool.

Since 2009, there are 3000 teachers, 200 schools and 13 provinces are using Teachers' Communities of Practice. Teachers' Communities of Practice in China, implements the change in teachers' learning contents, method, and mechanism, which will lead to teachers' professional learning 2.0 eras.

Teachers' Communities of Practice is a learning organization that teachers and professional experts together to build formal and informal learning mixed system. Teachers' Communities of Practice aims at through communication to improve teachers' practical orientation knowledge with Online to the Offline communication method. Teachers' practice community is an education practice group, which is based on teachers' own need, and voluntary or organized with a common vision. The tacit knowledge of teachers can be transferred and shared through the Communities of Practice. In China, Teachers' Community of Practice can be divided into an entity and virtual. Entity Teachers' Community of Practice means one organization happens in one same school or one same city. Virtual Teachers' Community of Practice can occur in one similar or different school, different area, through the help of the Internet or Social Media, such as QQ, Wechat and so on.

To build a Teachers' Community of Practice, there are some components needed:

1. Same goal: Teachers who attend this kind of practice should have the same target, such as improve teachers' professional development and enhance students' learning outcome.

2. Reciprocity Interaction: Teachers who attend this kind of practice should communicate with others and help others to achieve their own and other's need. This kind of interaction can be sharing teaching experienced or resource and telling teaching story.

3. Equal and mutual cooperation: Everyone in Communities of Practice is equal. No one is teachers or master. All of them are beneficiaries and sharers.

4. Harmonious interpersonal relationship: To achieve the same goal, it is no wonder that teachers will discuss with each other, but not quarrel.

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And the relationship between Communities of Practice and teachers' professional development can be divided into three parts:

1. Promote teachers' knowledge sharing;

In Teachers' Communities of Practice, knowledge creating occurs during the process of teachers communicating and sharing knowledge. Through discussion, it helps knowledge transfer between teachers' tacit and explicit knowledge. In this spiral process, teachers continually improve the quality and quantity of knowledge.

2. Cultivate teachers' practical wisdom;

The kernel of Teachers' Communities of Practice is teachers' practical knowledge. To help the development of teachers' practical knowledge is the focal point of modern teachers' education. The way of acquiring practical knowledge, is not a traditional training method, and the efficient way is based on the real occurred problem during teaching, and with the help of Teachers' Communities of Practice to carry out the question orientated research activity.

3. Meet teachers' individual needs;

Teachers can use teachers' Communities of Practice to collect the information which they need most, equally communicate with experts, and share what they got through discussion. And with the help of the Internet, teachers can be based on their own time to select the time and place of discussion.

To acquire teachers' professional knowledge, just depending on Knowledge Repositories as a method to improve teachers' subject orientated knowledge, is not enough, Teachers' Communities of Practice, which happened based on real teaching problem and is a channel for teachers to communicate, is the effective way to improve teachers' practical knowledge. Through Teachers' Communities of Practice, teachers can solve teaching problem with other teachers in the same camp, and acquire practical orientation to boost their own teaching ability.

Teachers' Communities of Practice, based on teachers' collaboration and interaction, is an effective carrier of collecting the wisdom of all teachers'. To participant in Teachers' Communities of Practice can provide a great channel for teachers' professional subjectivity, improve individual teachers' competency, thereby, promote the common development and progress of the whole teachers' group.

2.4 Questionnaire

As a standardized, indirect and written survey method, Questionnaire is a method that researcher using a unified questionnaire to ask respondents for information or opinion (Fan, 2005). The question posed with a written form by a researcher, and the answer also shows with a written form by respondents. Because of the form of written, the process of doing an investigation and answering a question is less influenced by personal emotions comparing with interview. Owing to the objectification and standardization, a questionnaire is more realistic to response informant's personal thought. Thus, the questionnaire is the most frequently used, cheaper and time-saving method during investigation process.

There are nine steps of designing a questionnaire (I.M. Crawfird, 1997):

Decide the aim of a questionnaire; Define the target respondents; Choose the methods of reaching target respondents; Decide on question content; Develop the question wording; Put questions into a meaningful order and format; Check the length of the questionnaire; Pre-test the questionnaire; Develop the final survey form.
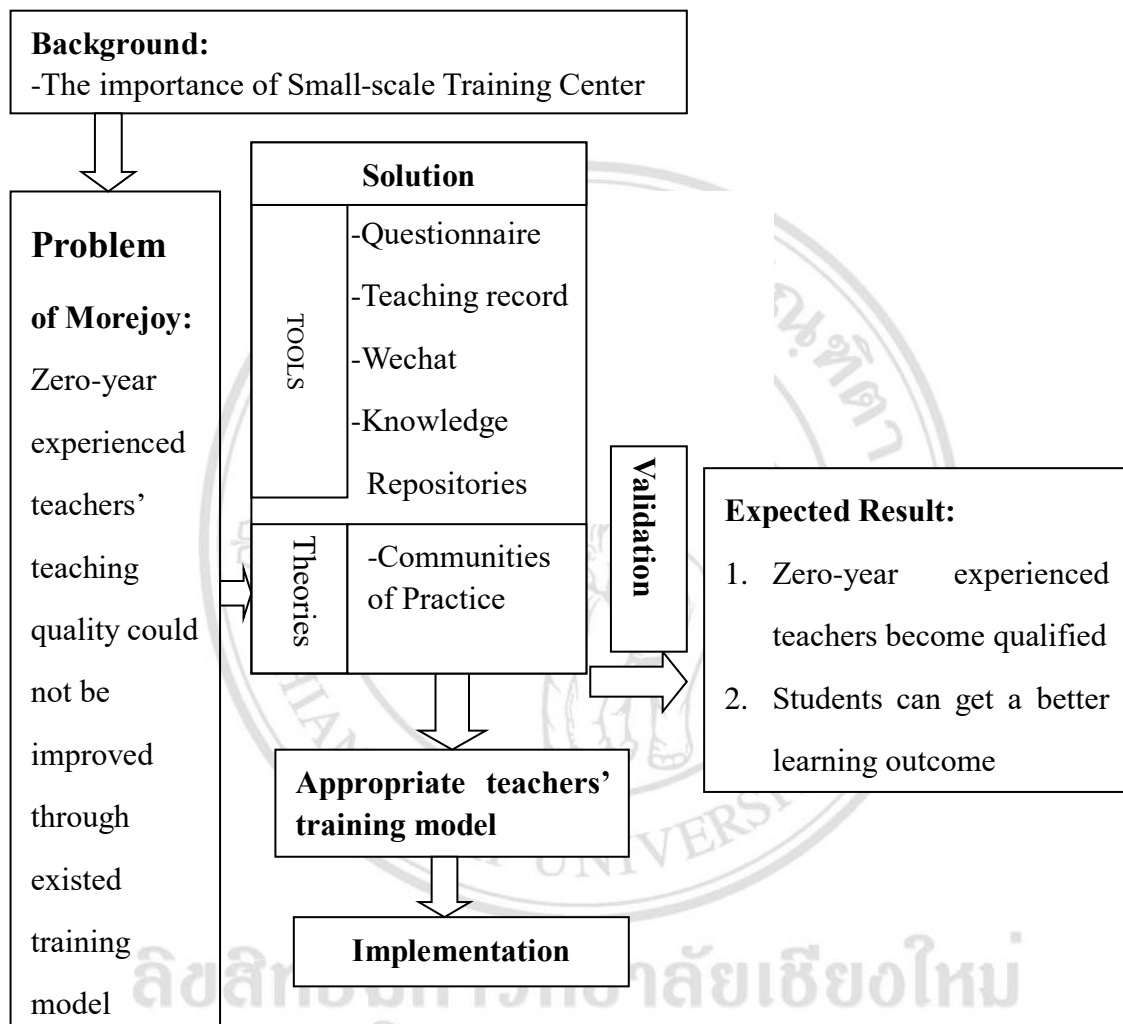
2.5 Wechat

With technology rapid development, social software for people to communicate emerge in endlessly, such as Facebook, Messenger, Line, Twitter, Weibo, QQ, Wechat, and so on in different counties and different place.

In China, Wechat taking place QQ, becomes the main social medium among Chinese citizens, no matter the old or the youth. Up to December 2016, there are 889 million monthly active users in the world using Wechat to communicate. And the annual rate of growth of Wechat's number of users is 4%, which means that in 2020, there might be one billion and four hundred million users in China. The average daily users in September 2017 is 902,000,000, which grew by 17% than last year, and there are 38,000,000,000 times messages sending each day, and comparing last year. It grew by 25%. 57.22% of interviewees show that most of the new friends are working relationships. 74.3% of a person mentioned that Wechat becomes the most important channel for them to communicate with others, especially colleagues.

In conclusion, Wechat becomes the main social media in China, and a large number of people used Wechat to communicate with colleagues in daily work.

2.6 Conceptual Framework

Background:
-The importance of Small-scale Training Center

Problem of Morejoy:
Zero-year experienced teachers' teaching quality could not be improved through existed training model

Solution

TOOLS
-Questionnaire
-Teaching record
-Wechat
-Knowledge Repositories

Theories
-Communities of Practice

Validation

Expected Result:
1. Zero-year experienced teachers become qualified
2. Students can get a better learning outcome

Appropriate teachers' training model

Implementation

With education becomes to be the key element to strengthen national construction, K12 Education as the fundamental education in China receives more and more recognition. Every citizen in China realizes the importance of K12 Education, which paves the way for higher education. Consideration the significance of K12 Education, parents take more seriously on their children's learning outcome. Thus, K12 training center emerges as the time required. K12 training center can be divided into three parts: large, medium and small-scale. Small-scale training center accounts around 80% of the education market in China. Thus, analyzing the current situation of the K12 training center is crucial. Zero-year experienced teachers' teaching quality cannot be improved owing to the existing training process, which will lead to low resources of students. Based on previous research, the researcher used face to face interview to communicate with 7 zero-year experienced teachers and 4 experienced teachers about the idea of the existed training process in Morejoy Education. The researcher used the questionnaire to further understand teachers' opinion about training and their needs of teachers' training process. With teaching records, Knowledge Repositories and Communities of Practice, the new appropriate teachers' training process develops.