CHAPTER 3

Research Methodology

3.1 Research Scope

3.1.1 Area of Study

This research is a case-study which chooses Morejoy Education as the target. Morejoy Education is located in Rongchang, Chongqing. Rongchang is located in the west of Chongqing, and has around 710 thousand resident population. There are old town and the new town of Rongchang District and around 31.48 square kilometers. Morejoy Education was built in 2007, which provides K12 Education for students. It advocates happy learning for students, with the concept of student-centered education, to provide K12 English course mainly and Chinese and Math course as supplemented. There are more than 40,000 students have been tutored in Morejoy Education. Morejoy Education chooses Rongchang as their groups headquarter, and has 8 branches in other districts of Chongqing, which are: Wanzhou, Yunyang, Wushan, Qijiang, Zhongxian, Fuling, Tongnan and Xiushan. Morejoy Education in Rongchang has two campuses. One is located in the old town and the other is located in the new town. The two campuses of Morejoy Education have 8 classrooms, 5 individual classrooms, and 2 teachers' offices. This research selected Morejoy Education as a case study because of their large amount of students' resources. And Morejoy Education is a small-scale training center in every branch which is in charge of their own principle, they are also belonging to one group and their systems or some teaching method will also follow the example of headquarters.

3.1.2 Area of Population

Morejoy Education in Rongchang, Chongqing, has 4 experienced English teachers, 7 zero-year experienced teachers, 2 experienced Math teachers, 2 experienced Chinese teachers, and 14 course consultant staffs. Experienced teachers in Morejoy

education have more than 5 years teaching experienced and their job is launching an appropriate course for students. Zero-year experienced teachers' job is doing teaching assistant for experienced teachers and using the teachers' training process to become a professional teacher.

3.1.3 Research Time

Summer vacation and winter vacation are the important period of training centers to launch training courses for students. Summer vacation begins from the beginning of July till to the end of August. Summer vacation's courses usually divided into two parts: one starts from the beginning of July which just provided normal English courses, and the other begins from the beginning of August which provided both normal English courses and individual English classes. The number of courses in summer vacation is 16 days, from every Monday to Saturday and having a rest on Sunday. So, one semester of summer vacation will sustain 19 days. Students in each summer vacation's semester will have 15 days' courses and take a final exam on the last course. During the first semester, 4 experienced English teachers will launch 8 classes every day, and some teachers take a holiday in August and some teachers will take individual English classes. Thus, some zero-year experienced teachers who did the job in Morejoy Education more than 1 year should become an English teacher in the second semester to launch 4 classes and some experienced will not hold normal English classes but still do their job in Morejoy Education.

This research used two months as an observer to do research in Morejoy Education, starting from 1st July to 26th August. Consideration there are two semesters of summer vacation and course distribution, the researcher used the first month from 5th July to 23rd July to collect the data that new teachers' training process needed. And implement the new teachers' training process from 2nd August to 20th August.

40

3.2 Research Procedures

Table 3.1 Research Procedures

Steps	Theories/Tools	Outputs
Analysis Organization	Interview	The existed problem of training center
Identify Problem	Questionnaire	Re-check the problem and identify teachers' need
Capture Knowledge	Teaching Record	Experienced teachers' knowledge received.
Design Knowledge Representation	Knowledge Repositories; CoPs	A training process built.
Validation	Group Interview; Examination	1. Zero-year experienced teachers teaching performance improve; 2. Students learning outcome improve.

The problem of the small-scale training center is zero-year experienced teachers' teaching performance could not be improved through the existed teachers' training process but teachers' teaching performance directly influences the resources of students and reputation of the training center. This research chooses Morejoy Education as a case-study to recheck the problem existed in Morejoy Education also, and using Knowledge Management approach to build an appropriate training process for it.

Stage 1: Analysis Organization

With K12 Education becomes a rising star of the education industry, the peripheral industry of K12 Education emerges also. Parents focus on K12 training center to provide enough preparation for students' higher education, and especially small-scale training center. With the hot concern of small-scale training center, the problem of small-scale center begins to emerge. Chinese Society of Education mentioned that the teachers' teaching performance is the key factor that parents send their children to one training center. And teachers' teaching performance is directly affected teachers' training process. But right now, the majority of teachers are not

satisfied with their organization's training process, which leads them having the low performance of teaching.

Combining the information of small-scale training center's problem and the status of Morejoy Education of Chongqing, the researcher would like to dig out the common existed problem taking place in Morejoy Education or not.

Consideration there are 4 experienced English teachers and 7 zero-year experienced English teachers in Morejoy Education having contact with teachers' training process, using the open-ended response like the interview is appropriate.

Based on the problem is the common issue that existed in the small-scale training center, the first question of the interview is to find out what is the existing teachers' training process. With the teachers' training process established, and put it into practice, then, users feedback consequent on. Thus, the second question of the interview is to comprehend teachers' opinion of existed teachers' training process. And no matter the existing training process well or not, it will make some impact no matter how big it is. Thus, the third question of the interview is to find out the influence of teachers' training process.

Thus, the first step's of finding out the problem of Morejoy Education and the influence of problem has three questions:

1. What is the existed teachers' training process of Morejoy Education?
2. Is the existed teachers' training process well or not? Could you explain it, please?
3. What is the influence of teachers' training process?

Consideration that teachers are Chinese and their mother tongue is much easier to express their real opinion than a second language, English, interview in Chinese version is appropriate. The researcher used the face-to-face interview for one time about 10 minutes for each teacher from 2nd July to 4th July to communicate with 11 English teachers in Morejoy Education.

Stage 2: Identify Problem

With the problem of Morejoy Education was confirmed, the second step is to identify the problem deeper. This research used a questionnaire to interview 11 teachers

42

in Morejoy Education, which are 7 zero-year experienced teachers, and 4 experienced teachers.

Before doing the research with the help of questionnaire, researcher is based on the steps of designing a questionnaire to program a suitable questionnaire for finding out English teachers' need for training.

The respondents of questionnaire do not focus on zero-year experienced teachers only, owing that teachers who have teaching experience in training center, could reveal what kind of tool or method is not only improving teachers' teaching quality but also adapting the situation of small-scale training center than public schools.

Taking into consideration that small scale training center has a limited budget about an investigation, mobile phone becomes an essential part of human, and teachers who worked in training center has the intensive workload, one online and no paper investigation form could meet all of the requirements. SO JUMP^{TM} is a professional platform for online questionnaire survey, evaluation and voting which can easily be filled with the mobile phone. The significant advantage of fast, easy uses and low-cost letting SO JUMP is extensively used by both individuals and enterprises.

Thus, a questionnaire to investigate teachers' training need is released on SO JUMP website for both zero-year experienced teachers and experienced teachers.

The step of decide the meaningful order question contents are three parts.

Firstly, the first part of the questionnaire is getting the basic information of respondents, such as name, gender, age, educational background and so on.

The second part of the questionnaire is aiming at finding out what does teachers' sincerely need of training. Thus, there are some questions for them to select, such as teaching style, curriculum requirement and so on.

Finally, the questionnaire is designed to seek out what kind of training method or form can satisfy with teachers' need and at the same time, according to the situation of small scale training center.

With there are previous research survey about finding out an appropriate teachers' training method for teachers in public school and large scale training center, those research are talking about Knowledge Repositories method, Blended learning method,

Online Communities of Practice training method, and etc, and that new training process got the good result.

Combining with the advantage of Knowledge Repositories and Communities of Practice and the real situation of small scale training center, researcher came up with some contents of the questionnaire. This part of investigating intended to decide the form of the new training process which both meets the requirement of zero-year experienced teachers and reaches the aim of training.

The questionnaire was recomposed by Wang's, Yang's, Xu's, Zhao's, Xue's, Hou's, Feng's, Zhao's, and Wei's researches. The questionnaire is shown in the Appendix part. Thus, the researcher used questionnaire among 11 English teachers in Morejoy Education during the period from 5th July to 10th July through a famous online questionnaire website which is Wenjuanxing to dig out the details of the new training process that teachers needed.

Stage 3: Capture Knowledge

With the significance of teachers' training process, and teachers are not satisfied with existed teachers' training process in Morejoy Education, to build a new training process is no time to delay. Considering that teachers' knowledge can be demonstrated by explicit and tacit. The old training process is letting zero-year experienced teachers do the demonstration inexperienced teachers' classes. But the disadvantage of demonstration is observer can observe one class by only one time. No matter zero-year experienced teachers remembered it or not, experienced teachers' teaching class will not come again. Thus, using the video tape recorder to record the real teaching class by experienced teachers can solve this kind of problem.

There are four steps of holding one English class, which are greeting, reviewing old knowledge, imparting new knowledge and assigning homework. And the four experienced English teachers in Morejoy Education have their own teaching style and teaching expertise. After discussing among four experienced teachers, each teacher has their own teaching style in each part of English classes and four experienced teachers agreed that each person is responsible for one part, because one teacher is good at one teaching part, such as Miss A are most good at greeting, Miss B are most good at reviewing old knowledge, Miss C are most good at imparting new knowledge, and Miss

44

D are good at assigning appropriate homework to students. Thus, there is one complete English teaching class that each teacher holds one part of teaching. And this kind of teaching record is proceeding from 6th July to 20th July. The teaching record will be shown by video, which reveals the real teaching situation for zero-year experienced teachers, like teachers' voice and body language and students' reflection. And the name of that video can be called training video.

Stage 4: Design Knowledge Representation

Based on teachers' performance need a teachers' training process to support, using appropriate teachers' training process is of great importance. Teacher's teaching performances are conducted by subject orientation content knowledge and practical orientation knowledge. From previous research mentioned, Knowledge Repositories could be the appropriate channel for teachers requiring subject orientation content knowledge. Knowledge Repositories is freeform, that place, time, or the number of times depends on the learners themselves. Owing to the budget of the small-scale training center, and the convenient of Wechat it is, Morejoy Education holds Knowledge Repositories which bear experienced teachers' teaching record as a training video through Wechat group for zero-year experienced teachers to learn. With the result of questionnaire, zero-year experienced teachers want experienced teachers give some suggestion about teaching skill, thus, after recording experienced teachers teaching class in which students and teachers both captured in this video, all of them will record a personal video to mention the teaching skill that teachers should focus on or what kind of skill they used. So, the first part of teachers' training process is built by Knowledge Repositories.

With teachers' practical orientation knowledge can be improved by Communities of Practice (CoPs), the other part of teachers' training process is CoPs. The times of CoPs are designed by teachers' only in which questionnaire' result will be illustrated. The contents of Communities of Practice are divided into four parts, which are discussing greeting, reviewing old knowledge, capturing new knowledge and assigning homework to students. In summer vacation, experienced teachers will have three Sunday to take a break, and before the second semester begins, teachers will have a meeting, thus, the Communities of Practice will hold on every Sunday morning, on 1st, August, 5th August, 12th August, and 20th August. Owing to that 21st August is the final

examination day, thus, zero-year experienced teachers should finish class before 21st August, the Communities of Practice after teachers discussed will hold three times, on 1st, August, 5th August, and 12th August.

Stage 5: Validation

To evaluate teachers' training process, there are two tools that researcher used, separately from zero-year experienced teachers' user feedback and students' learning outcome. In consideration that teachers will take a break in every Sunday, group interview happened on 5th August, 12th August, and 19th August. Group interview has no time limited and forms limited, which means that zero-year experienced teachers will in terms of their own time and using voice message or typing to answer the question and research regional limitation, to collect zero-year experienced teachers' feedback will proceed through Wechat.

The researcher used Wechat to interview zero-year experienced teachers' feedback, which is a way of group interview. And teachers' teaching performance is directly influenced students' learning outcome. To compare student's who are the students of experienced teachers and zero-year experienced teachers examination grade is one way to verify whether zero-year experienced teachers become professional or not. This result will show on 21st August. According to Morejoy Education's assessment system for the student, students score can be divided into 9 marks, which are A^{+} means score from 100 to 95, A stands for score from 95-90, A^{-} means the score from 90-85, B^{+} is the score from 85-80, B shows the score from 80-75, B^{-} is the score from 75-70, C^{+} is the score from 75-65, C means 65-60, and D means score below 60.