專論

A Study of Improve Learning Understanding and Develop Instructional Strategies in Asynchronous Learning

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The purposes of this study were to improve the learners' understanding of asynchronous online material, and to develop instructional strategies in asynchronous learning.

The key concepts and general design of this study were based on action research: the knowledge gained from each cycle was used as the basis for further planning, acting, and reflection. Data were collected from a number of different sources: classroom diaries, semi-structured interviews, interaction content between learners. Data analysis included four stages: conceptualizing data, testing data, and grounding and interpreting data.

This study found that understanding strategies of learners only depended on browsing repeatedly screen, and later, using oral, discussion and writing notes could improve the understanding of asynchronous material. When the teacher supplied examples how ask, respond, and write notes, the number of times and depth of learners' interaction could also been promoted.

Finally, the researcher revised instructional strategies in the teaching processes, and verified its feasibility in asynchronous teaching.

Keywords : asynchronous learning, learning strategies, action research

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