

A Qualitative Study on Adaptive Learning in Elementary Schools in Taiwan: Influencing Factors, Challenges, and Coping Strategies

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This study explores the possible factors and coping strategies that facilitated the adaptive learning in elementary schools in Taiwan. The researchers used purposive sampling to recruit and conduct semi-structured interviews with 16 administrators, principals, and teachers in schools where adaptive learning are implemented. Several findings revealed are: (1) a number of small classes in rural areas experience more success with adaptive learning than other class types in other schools; (2) thematic integration and differentiated instruction are important teaching strategies for adaptive learning; (3) few teachers in the sample use multiple assessments and digital learning platforms in their practices, although it is important for them to do so; (4) important factors affecting the practice implementation include teachers' knowledge, curriculum design, parental support, and the class size; (5) other factors related are the teacher knowledge, curriculum design, parent opinion, class size, and student proficiency and manner; (6) teachers' willingness, motivation, qualification, or capacity to implement the practices are sometimes insufficient or limited; and (7) the practicing feasibility, grading policies, as well as the parent support, also hinder the practice in some schools. To address these challenges, it is found that some schools allow some flexibilities for school curriculum and teachers' teaching, by offering teachers with professional developments, and improving their learning environment, digital learning platform, research and development of different models.

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