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Abstract
This action research aims to explore the effective processes for applying online class learning community to school-based curriculum. Subjects of the study are thirty-one fifth graders from an elementary school located at a rural area of southern Taiwan. An educational action research model was selected as the framework of this study. The research is supposed to answer questions, such as how to develop school-based curriculum through applying concepts of integrating information technologies into curriculum? How to maintain the platform of online class learning community for helping teachers and students perform cooperative leaning effectively? How are interactions occurred among students and teachers in the online class learning community? What difficulties students will be experienced while learning in the online class learning community and how to solve these difficulties? And what reflections in/on actions the researcher will undergo through the action research?
During three cycles of action research, the researcher collected data through several approaches included observing classroom activities, taking notes for reflective thinking, interviewing students and examining web log records related to students learning. The major research findings are:
(1) The pedagogical model applied in online class learning community could improve the adoption of information technologies into school-based curriculum. The online teaching materials are essential for teachers and students learning and discussing together in the online class learning community.
(2) Through the processes of adoption of school-based curriculum, the researcher found that there were components, such as theme-based discussion forum and award mechanism, had to be added into the platform of virtual learning community in order to run online school-based curriculum smoothly.
(3) With cooperative learning, problem-based learning and award mechanism, teachers could promote interactions among students in online class learning community.
(4) Poor keyboard typing skill and unfamiliar with searching engine were two factors could obstruct students learning online. However students reflected that they overcame these difficulties pretty well after the first research cycle.
(5) The researcher’s abilities of designing school-based curriculum and web programming with PHP and MySQL have been enhanced through this research. The researcher also fells comfortable to believe in “a teacher as a researcher”.

Advisory Committee Long-chaun Chen - advisor

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