

Using asynchronous discussion for teaching case in the environment of network to promote elementary pre-service mathematics teachers' change for curriculum identity

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With the emergence and development of computer network technology, modern learning is no longer traditional “teaching-learning” in class. Computer network provides a new design, development and choice in knowledge learning for learners. Therefore, the purpose of this study is to combine the “case teaching method” with “web-based learning”, to set up an internet asynchronous interactive discussion and learning platform for primary pre-service mathematics teachers.

There is a case about “elementary mathematics teaching” every Tuesday, in order to make primary pre-service mathematics teachers discuss about it. That will improve their professional development of course recognition through this kind of interaction. The research methods of this study include descriptive statistics and hermeneutics. The collected data include messages teachers left on the platform and answers of “course recognition” questionnaire. The researchers therefore predict this study will have the following expected products.

First, we'll establish an “asynchronous peer interactive discussion” internet platform by mathematics teaching cases, to provide primary pre-service mathematics teachers an interface to share and discuss.

Secondly, we'll provide primary mathematics teachers an internet learning chance, and that will guide them a direction of mathematics teaching knowledge growth.