

Title	国際的な高等教育の文脈における言語指導者の技術的教育内容知識(TPACK)の構築
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論 文 題 目	Building Language Instructors' Technological Pedagogical Content Knowledge (TPACK) in Transnational Higher Education Context		
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論文の内容の要旨

The dissertation focuses on building instructors' Technological Pedagogical Content Knowledge (TPACK) in the context of Transnational Higher Education (TNHE) during the COVID-19 pandemic. It emphasizes the importance of integrating technology, pedagogy, and content knowledge for effective teaching and learning, particularly in language instruction within TNHE. The study aims to identify opportunities that support language instructors' development in TPACK, as well as the development of individual knowledge domains like Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK).

The dissertation comprises six chapters. It includes two main studies: the first quantitatively assesses changes in TPACK over three semesters using a validated survey tool, while the second is a longitudinal case study that provides deeper insights into the opportunity to learn behind these changes.

Study 1 involves language instructors from Chinese TNHE institutions. It uses Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) to examine the TPACK survey instrument and employs Repeated Measures ANOVA to determine changes in TK, CK, PK, and TPACK across semesters. Study 2, a longitudinal case study, investigates the development of TPACK and its sub-domains in various contexts during COVID-19 from Opportunity to Learn (OLT) perspective. It focuses on the practices of three instructors in TNHE institutions to understand how their TPACK develops amidst the pandemic challenges. The data sources came from language instructors' teaching practices, interviews and CPD programs during COVID-19. Textual data content analysis is used to explore language instructors' TPACK and its occurrence rate, and thematic analysis is used for coding OTL for TPACK development in CPD programs, teaching practices and university context.

The results provide a cyclical interaction between opportunities supporting CK, PK, TK and TPACK, and well-rounded teacher concept is proposed in TNHE language education context. It also suggests that engaging in opportunities supporting TPACK could highlight limitations in teachers' TK, CK, PK, encouraging them to seek further learning in teaching.

Overall, the dissertation provides empirical evidence on TPACK development, going beyond self-reported data, contributing to the understanding of TPACK development in TNHE language instruction, informing policy and curriculum decisions, and enhancing teaching and learning outcomes in diverse

contexts.

Key words: TPACK, transnational higher education, knowledge development, COVID-19, opportunity to learn

論文審査の結果の要旨

The COVID-19 had emphasized the importance of integrating technology, pedagogy, and content knowledge for effective teaching and learning, particularly in context of Transnational Higher Education programs.

This research is to build instructors' Technological Pedagogical Content Knowledge (TPACK) through identify the learning experiences that contributed to language instructors' TPACK during the COVID-19 pandemic, in transnational higher education (TNHE).

Research gaps and current trends in TPACK are examined in the literature review. Using a combination of quantitative and case study methods, the research design is empirically grounded and methodologically robust. She validated the results of data analysis by classroom observations and follow-up interviews.

This research contributes to clarifying the connotations of TPACK as well as its developmental pathways and offers insights into teacher knowledge development. This is an excellent dissertation, and we approve awarding a doctoral degree (Knowledge Science) to WANG, Jing.