Revisiting E-Learning in China: Analysis of TPACK Development in China and Other Countries

ABSTRACT

The development of TPACK for teachers is crucial for the effective use of technology in teaching and the promotion of teacher professional development. TPACK development has become a hot topic in the field of teacher education and educational technology. In order to gain a deeper understanding of the overall situation of current research on teachers' TPACK development and predict the future trend of research, this study used "TPACK" as the theme word to search for relevant literature from the core journals of CNKI database (SCI/EI/Peking University Core/CSSCI/CSCD/AMI) and English journals of Scopus database. 306 and 1095 relevant literature were selected respectively. High-frequency keyword and co-word analysis methods were conducted on the obtained literature. The results showed that the current research hot spots in the TPACK field are current situation investigation and analysis, ability improvement, influencing factors. It is predicted that the future research on TPACK development will tend to focus on interdisciplinary and specialized research, applied practice research, and teacher TPACK ability improvement training research. By comparing the commonalities and differences of TPACK research in China and other countries. it is proposed to shift from universal research to specialized research, and carry out action and experimental research on teacher TPACK ability improvement training courses. And it is necessary to closely follow the digital process of education and carry out research on the framework development of I-TPACK and AI-TPACK to enhance teachers' ability of teaching with technology.