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Abstract

The objective of this dissertation is to examine how in-service teachers learn knowledge building, a pedagogical approach, through a Master’s level course, as well as how their perception towards Knowledge Building change after the course. The study adopted the case study approach with activity theory as the descriptive framework for classification to trace and study the proceedings of the course, specifically the instructional activities, interactions and corresponding responses that took place between student-student, both face-to-face and online, student-instructor and instructor-student(s). Two students were interviewed to supplement the observations made and to provide insights to (1) the interactional and instructional conditions for their learning, and (2) changes to their perception of Knowledge Building as a pedagogical approach. The findings of this study suggest that various elements within a professional learning course, such as course design, structure, lesson delivery, facilitation and tools, have impact on in-service teachers’ learning of Knowledge Building and these elements could potentially be factors to shape their perceptions and behavioural intent towards the application of the Knowledge Building pedagogical approach in their own teaching practices.