

Epub free Measuring teachers pedagogical content knowledge in surveys (2023)

teachers must develop a range of knowledge bases skills and competencies importantly they need pedagogical content knowledge pck pck is the difference between knowing something and knowing how to help others understand it pck includes students misconceptions and thought processes instructional strategies the curriculum and pedagogical content knowledge is a form of knowledge that makes science teachers teachers rather than scientists gudmundsdottir 1987a b teachers differ from scientists not necessarily in the quality or quantity of their subject matter knowledge but in how that knowledge is organized and used pedagogical content knowledge pck and content knowledge ck are key components of teacher competence that affect student progress however little is known about how teacher education affects the development of ck and pck shulman broke down the knowledge that informed teaching into seven distinct types of knowledge general pedagogical knowledge content knowledge knowledge of the curriculum knowledge of learners and their characteristics knowledge of the educational context knowledge of educational ends purposes and values and finally pedagogical abstract teachers knowledge repertoire and effective implementation and application of their knowledge are significant factors affecting instructional quality in a seminal paper shulman 1987 introduced the concept of pedagogical content knowledge pck as a decisive yet neglected aspect of teacher education research and practice more than 35 years have passed since shulman introduced the term pedagogical content knowledge pck to the field of teacher education almost from the beginning interest from both the researcher and practitioner communities in pck has been high especially among those who study mathematics teaching and learning we created an instrument to measure pedagogical content knowledge pck studied the impact of a two year professional development intervention explored the relationships among teacher variables to attempt to validate a model of teacher professional knowledge and examined the relationship of teacher professional knowledge and classroom practice more than 25 years ago lee shulman introduced the concept of pedagogical content knowledge pck to describe the knowledge that teachers use to transform particular subject matter for student learning taking into account possible misconceptions and learning difficulties using the theoretical framework of pedagogical content knowledge pck we explored the kinds of knowledge and practices used by these teachers as they successfully translated nos into forms accessible to their elementary students literature review the nature of science 1 air org teachers pedagogical content knowledge in mathematics and science executive summary context and our focus teachers pedagogical content knowledge pck is a complex multifaceted construct that is widely seen as foundational to the act of teaching in this synthesis we investigated how the two key pck elements in shulman's model are 1 instructional strategies and representations i e the way in which the teacher transforms subject matter knowledge and 2 knowledge of students understanding i e the learning process and the content related problems of the students jung et al 2011 shulman 1987 the ckt assessments focused on the content knowledge used in recognizing understanding and responding to the content problems that teachers encounter as they teach a subject in english language arts ela 2 assessments were developed 1 for teachers of grades 4 6 and 1 for grades 7 9 more than 25 years ago lee shulman introduced the concept of pedagogical content knowledge pck to describe the knowledge that teachers use to transform particular subject matter for student learning taking into account possible misconceptions and learning difficulties pedagogical content knowledge pck is the knowledge teachers use to teach a specific subject to a specific audience the importance of pck to quality teaching is widely recognized however an overview of research about geography teachers pck is missing to fill this gap we conducted a systematic review first published september 1993 pedagogical content knowing an integrative model for teacher preparation kathryn f cochrane james a deruiter and richard a king view all authors and affiliations volume 44 issue 4 doi org 10 1177 0022487193044004004 contents get access more get full access to this article more than 25 years ago lee shulman introduced the concept of pedagogical content knowledge pck to describe the knowledge that teachers use to transform particular subject matter for student learning taking into account possible misconceptions and learning difficulties this systematic scoping review explores how pedagogical content knowledge pck is conceptualised and investigated in peer reviewed empirical studies within higher

education our results indicate this study focuses on how science teachers pedagogical content knowledge pck can be captured and developed with the support of content representation core in combination with video based reflection when they plan teach and reflect on their teaching in sustainable development sd pedagogical content knowledge is specialised knowledge resulting from the practice and experience of the teacher in the classroom this research aims to analyse teachers thinking based on the study of this knowledge and its application to sustainability in teachers who teach the subjects of chemistry and biology at the high school level in mexico city the methodology was a multiple case full article capturing student teachers pedagogical content knowledge pck using cores and digital technology international journal of science education volume 41 2019 issue 4 open access 10 012 views 30 crossref citations to date 0 altmetric listen articles

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pedagogical content knowledge pck and content knowledge ck are key components of teacher competence that affect student progress however little is known about how teacher education affects the development of ck and pck

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teachers pedagogical content knowledge mahmoodi

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abstract teachers knowledge repertoire and effective implementation and application of their knowledge are significant factors affecting instructional quality in a seminal paper shulman 1987 introduced the concept of pedagogical content knowledge pck as a decisive yet neglected aspect of teacher education research and practice

revisiting the origin of and reflections on the future of

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1 air.org teachers pedagogical content knowledge in mathematics and science executive summary context and our focus teachers pedagogical content knowledge pck is a complex multifaceted construct that is widely seen as foundational to the act of teaching in this synthesis we investigated how the

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full article geography teachers pedagogical content

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first published september 1993 pedagogical content knowing an integrative model for teacher preparation kathryn f cochran james a deruiter and richard a king view all authors and affiliations volume 44 issue 4 doi org 10 1177 0022487193044004004 contents get access more get full access to this article

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capturing student teachers pedagogical content knowledge

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