

Re-examining Pedagogical Content Knowledge in Science Education

**Edited by
Amanda Berry
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Examining Pedagogical Content Knowledge

Irene Chang



Examining Pedagogical Content Knowledge:

Examining Pedagogical Content Knowledge Julie Gess-Newsome, Norman G. Lederman, Association for the Education of Teachers in Science, 1999-09-30 This ambitious text is the first of its kind to summarize the theory research and practice related to pedagogical content knowledge The audience is provided with a functional understanding of the basic tenets of the construct as well as its applications to research on science teacher education and the development of science teacher education programs

Re-examining Pedagogical Content Knowledge in Science Education Amanda Berry, Patricia Friedrichsen, John Loughran, 2015-03-24 Pedagogical Content Knowledge PCK has been adapted adopted and taken up in a diversity of ways in science education since the concept was introduced in the mid 1980s Now that it is so well embedded within the language of teaching and learning research and knowledge about the construct needs to be more useable and applicable to the work of science teachers especially so in these times when standards and other measures are being used to define their knowledge skills and abilities Re examining Pedagogical Content Knowledge in Science Education is organized around three themes Re examining PCK Issues ideas and development Research developments and trajectories Emerging themes in PCK research Featuring the most up to date work from leading PCK scholars in science education across the globe this volume maps where PCK has been where it is going and how it now informs and enhances knowledge of science teachers professional knowledge It illustrates how the PCK research agenda has developed and can make a difference to teachers practice and students learning of science

Examining Pedagogical Content Knowledge Julie Gess-Newsome, Norman G. Lederman, 2006-04-11 Since its emergence over two decades ago the construct of pedagogical content knowledge PCK has significantly impacted preservice and inservice teacher education educational policy and educational research PCK has served to re focus educators attention on the important role of subject matter in educational practice and away from the more generic approach to teacher education that dominated the field prior to 1975 This ambitious text is the first of its kind to summarize the theory research and practice related to pedagogical content knowledge The audience is provided with a functional understanding of the basic tenets of the construct as well as its applications to research on science teacher education and the development of science teacher education programs The authors are prominent educators representing a variety of subject matter areas and K 12 grade levels Although the focus of the text is science education it should provide valuable reading for any individuals with interests in professional teacher education

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Content Knowledge in STEM Stephen Miles Uzzo, Sherryl Browne Graves, Erin Shay, Marisa Harford, Robert Thompson, 2018-10-25 This volume represents both recent research in pedagogical content knowledge PCK in science technology engineering and math STEM as well as emerging innovations in how PCK is applied in practice The notion of research to practice is critical to validating how effectively PCK works within the clinic and how it can be used to improve STEM learning As the need for more effective educational approaches in STEM grows the importance of developing identifying and validating effective practices and practitioner competencies are needed This book covers a wide range of topics in PCK in different school levels middle school college teacher training teacher professional development and different environments museums rural The contributors believe that vital to successful STEM education practice is recognition that STEM domains require both specialized domain knowledge as well as specialized pedagogical approaches The authors of this work were chosen because of their extensive fieldwork in PCK research and practice making this volume valuable to furthering how PCK is used to enlighten the understanding of learning as well as providing practical instruction This text helps STEM practitioners researchers and decision makers further their interest in more effective STEM education practice and raises new questions about STEM learning *Repositioning Pedagogical Content Knowledge in Teachers' Knowledge for Teaching Science* Anne Hume, Rebecca Cooper, Andreas Borowski, 2019-01-28 This book enhances readers understanding of science teachers professional knowledge and illustrates how the Pedagogical Content Knowledge research agenda can make a difference in teachers practices and how students learn science Importantly it offers an updated international perspective on the evolving nature of Pedagogical Content Knowledge and how it is shaping research and teacher education agendas for science teaching The first few chapters background and introduce a new model known as the Refined Consensus Model RCM of Pedagogical Content Knowledge PCK in science education and clarify and demonstrate its use in research and teacher education and practice Subsequent chapters show how this new consensus model of PCK in science education is strongly connected with empirical data of varying nature contains a tailored language to describe the nature of PCK in science education and can be used as a framework for illuminating past studies and informing the design of future PCK studies in science education By presenting and discussing the RCM of PCK within a variety of science education contexts the book makes the model significantly more applicable to teachers work *Understanding and Developing Science Teachers' Pedagogical Content Knowledge* John Loughran, Amanda Berry, Pamela Mulhall, 2012-07-31 There has been a growing interest

in the notion of a scholarship of teaching. Such scholarship is displayed through a teacher's grasp of and response to the relationships between knowledge of content teaching and learning in ways that attest to practice as being complex and interwoven. Yet attempting to capture teachers' professional knowledge is difficult because the critical links between practice and knowledge for many teachers is tacit. Pedagogical Content Knowledge (PCK) offers one way of capturing, articulating and portraying an aspect of the scholarship of teaching and in this case the scholarship of science teaching. The research underpinning the approach developed by Loughran, Berry and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge. Through this Resource Folio approach comprising CoRe and PaP eRs, a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted but also enhanced. The CoRe and PaP eRs methodology offers an exciting new way of capturing and portraying science teachers' pedagogical content knowledge so that it might be better understood and valued within the profession. This book is a concrete example of the nature of scholarship in science teaching that is meaningful, useful and immediately applicable in the work of all science teachers, preservice, in-service and science teacher educators. It is an excellent resource for science teachers as well as a guiding text for teacher education.

Understanding teachers' professional knowledge is critical to our efforts to promote quality classroom practice. While PCK offers such a lens, the construct is abstract. In this book, the authors have found an interesting and engaging way of making science teachers' PCK concrete, useable and meaningful for researchers and teachers alike. It offers a new and exciting way of understanding the importance of PCK in shaping and improving science teaching and learning.

Professor Julie Gess Newsome, Dean of the Graduate School of Education, Willamette University. This book contributes to establishing CoRes and PaP eRs as immensely valuable tools to illuminate and describe PCK. The text provides concrete examples of CoRes and PaP eRs completed in real-life teaching situations that make stimulating reading. The authors show practitioners and researchers alike how this approach can develop high-quality science teaching.

Dr Vanessa Kind, Director, Science Learning Centre, North East School of Education, Durham University. *Expertise in Sport Instruction, Examining the Pedagogical Content Knowledge of Expert Golf Instructors*. Robert H. Benham, 2002. **Examining Pedagogical Content Knowledge in Student Teachers**. Larry R. Johannessen, 1997. **The Interaction of Michigan Environmental Education Curriculum, Science Teachers' Pedagogical Content Knowledge, and Environmental Action Competence**. Angelita Panton Alvarado, 2010.

Understanding and Developing Science Teachers' Pedagogical Content Knowledge. John Loughran, Amanda Berry, Pamela Mulhall, 2006. There has been a growing interest in the notion of a scholarship of teaching. Such scholarship is displayed through a teacher's grasp of and response to the relationships between knowledge of content teaching and learning in ways that attest to practice as being complex and interwoven. Yet attempting to capture teachers' professional knowledge is difficult because the critical links between practice and knowledge for many teachers is tacit. Pedagogical Content Knowledge

PCK offers one way of capturing articulating and portraying an aspect of the scholarship of teaching and in this case the scholarship of science teaching The research underpinning the approach developed by the authors offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge Through this Resource Folio approach comprising CoRe and PaP eRs a recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted but also enhanced The CoRe and PaP eRs methodology offers a new way of capturing and portraying science teachers pedagogical content knowledge so that it might be better understood and valued within the profession Publisher ed Journal of Technology Education ,2012 The Dhaka University Studies ,2006 **Exploring the Role of Curriculum Materials to Support Teachers in Science Education Reform** Rebecca M. Schneider,2001 Theoretical Frameworks for Research in Chemistry/science Education George M. Bodner,MaryKay Orgill,2007 Part of the Prentice Hall Series in Educational Innovation this concise new volume is the first book devoted entirely to describing and critiquing the various theoretical frameworks used in chemistry education science education research with explicit examples of related studies Provides a broad spectrum of theoretical perspectives upon which readers can base educational research Includes an extensive list of relevant references Presents a consistent framework for each subject area chapter A useful guide for practicing chemists chemistry instructors and chemistry educators for learning how to do basic educational research within the context of their own instructional laboratories and classrooms Relationship Between Teacher Conceptions about Writing Instruction and Student Perceptions and Performance in Writing Kathleen L. Fear,1990 Exploring Teachers' Informal Learning for Policy on Professional Development Joel K. Shapiro,2003 This dissertation explores teachers informal learning experiences It examines a group of inquiry science teachers generating hypotheses about the nature of their informal learning experiences the resultant learning how those experiences affect their professional lives and the implications for education policy It also provides an example of how to operationalize informal learning measures within an evaluation of a particular professional development program The author conducted interviews with 20 teachers and used the interview results to develop an informal learning survey that was completed by 39 teachers Results indicate that many teachers believe they do engage in valuable informal learning experiences This learning has the potential to influence the effectiveness of teachers formal learning experiences what teachers do in their classrooms and possibly students learning Results of this dissertation and of follow up research can lead to increased effectiveness of teacher training programs by suggesting better design and more efficient program administration by states and districts They can also provide the basis for improved research on teacher training effectiveness and help guide states and districts teacher recruiting efforts by identifying adults who have already acquired specific teaching relevant knowledge and skills **Content Knowledge for Teaching Reading** Geoffrey C. Phelps,2005 **Factors in Preschool Teachers' Appropriation of an Innovative Mathematics Curriculum** Irene Chang,2005

Journal of Geoscience Education ,2007

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