

PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

The most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, the ways of representation and formulating the subject that make it comprehensible to others

(Shulman, 1986)

Bridge that a teacher builds to link his or her understanding of the content to that of the students understanding of the same content (Grossman, et al. 1989)

PCK

The teachers organise the new knowledge related to the discipline into content that can be easily understood by the students during instructions

(Tamir, 1987)

A unique knowledge to the teacher and is the fundamental knowledge to have in enabling him or her to connect the pedagogical knowledge (how to teach) with the content knowledge (what to teach)

(Pesno, 2002)

Teaching The Pedagogical Content Knowledge Of Astronomy

Puja Mehta



Teaching The Pedagogical Content Knowledge Of Astronomy:

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

Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators, 2008 Published by Taylor Francis Group for the American Association of Colleges for Teacher Education This Handbook addresses the concept and implementation of technological pedagogical content knowledge the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas Recognizing for example that effective uses of technology in mathematics are quite different from effective uses of technology in social studies teachers need specific preparation in using technology in each content area they will be teaching Offering a series of chapters by scholars in different content areas who apply the technological pedagogical content knowledge framework to their individual content areas the volume is structured around three themes What is Technological Pedagogical Content Knowledge Integrating Technological Pedagogical Content Knowledge into Specific Subject Areas Integrating Technological Pedagogical Content Knowledge into Teacher Education and Professional Development The Handbook of Technological Pedagogical Content Knowledge for Educators is simultaneously a mandate and a manifesto on the engagement of technology in classrooms based on consensus standards and rubrics for effectiveness As the title of the concluding chapter declares It s about time The American Association of Colleges for Teacher Education AACTE is a national voluntary association of higher education institutions and related organizations Our mission is to promote the learning of all PK 12 students through high quality evidence based preparation and continuing education for all school personnel For more information on our publications visit our website at www.aacte.org

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the Social Law Library of Massachusetts as of January 2020 Exemplary Science Robert Eugene Yager,2005 Each essay describes a specific program designed to train current or future teachers to carry out the constructivist inquiry based approach of the Standards Each essay also provides evidence of effectiveness on how teachers grow more confident using inquiry approaches **"Code of Massachusetts regulations, 1998"** ,1998 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 The Massachusetts register ,1994-11-18 *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 *Elementary Mathematics Pedagogical Content Knowledge* James E. Schwartz,2008 Schwartz Powerful Ideas in Elementary Mathematics Pedagogical Content Knowledge for Teachers 1 e ISBN 0205493750 This book would be a great tool for helping today's future elementary teachers acquire a gut level understanding of mathematics concepts Hester Lewellen Baldwin Wallace College OH The writing in this text is very clear and would easily be understood by the intended audience The real world examples put the various math concepts into a context that is easily understood The vignettes at the beginning of each chapter are interesting and they get the reader to begin thinking about the math concepts that will follow Each of the chapters seem to build on one another and the author often refers back to activities and concepts from previous chapters which is meaningful to the reader because it lets the reader know that the information they are learning builds their conceptual understanding of other mathematical concepts Melany L Rish University of South Carolina Aiken Organized around five key concepts or powerful ideas in mathematics this text presents elementary mathematics content in a concise and nonthreatening manner for teachers Designed to sharpen teachers mathematics pedagogical content knowledge the friendly writing style and vignettes relate math concepts to real life situations so that they may better present the content to their students The five powerful ideas composition decomposition relationships representation and context provide an organizing framework and highlight

the interconnections between mathematics topics In addition the text thoroughly integrates discussion of the five NCTM process strands Features Icons highlighting the NCTM process standards appear throughout the book to indicate where the text relates to each of these Practice exercises and activities and their explanations reinforce math concepts presented in the text and provide an opportunity for reflection and practice Concise conversational chapters and opening vignettes present math contents simply enough for even the most math anxious pre service teachers

Science Education International,2001 **Dynamics of Effective Teaching** William W. Wilen,2000 Grade level 8 9 10 11 12 s t Dynamics of Effective Secondary Teaching ,2004 Dynamics of Effective Secondary Teaching integrates theory and research with current classroom practice to help future and in service secondary teachers make instructional and management decisions for the purpose of improving instruction Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms and valuable websites are what makes this text so practical providing preservice teachers a direct link to classroom practice As with previous editions the major feature of this book is the authors emphasis on decision making as the thread that links all the topics together Decision making is introduced in Chapter 1 as a process fundamental to educators and is revisited to enforce the application in each chapter The authors view of decision making considers it from a constructivist view of teaching and learning based on reflection and meaning making Unique to this book is the inclusion in each chapter of a scenario in which a middle or secondary school teacher representing a wide range of subject areas and grade levels applies key ideas to the classroom These scenarios which appear near the beginning of each chapter are referred to and analyzed throughout the chapter to provide a running commentary on the theoretical content being presented Dynamics of Effective Secondary Teaching William W. Wilen,Janice K. Hutchison,Margaret Ishler Bosse,2008 Integrating theory and research with current classroom practice Dynamics of Effective Secondary Teaching 6th edition helps future secondary teachers make informed instructional curricular management and assessment decisions Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms sample lesson plans and valuable websites are what make this text indispensable providing the preservice teacher with a direct link to classroom practice Current Index to Journals in Education ,1992 *Developing Primary Science* John Sharp,2004 This book helps trainee and qualified teachers in the UK to explore science education in greater depth and demonstrates how evidence based research actually informs classroom practice It provides strategies and activities to help deliver the curriculum and opportunities to reflect critically on practice through focused questioning

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