

Einladung zum Vortrag

Recent developments in research on teachers'
pedagogical content knowledge:
Have we found what we were looking for?

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Pedagogical content knowledge (PCK) refers to the knowledge teachers use effectively and flexibly in their communication process with learners about specific subject matter during classroom practice. Research in the last 20 years have shown that PCK is a quite powerful construct to understand how and why teachers teach a certain topic the way they do, and, in particular, how their teaching approach is focused on promoting student learning of subject matter. Achieving such understanding is vital to the development of effective pre-service and in-service programs.

Research has also shown that PCK is sensitive to personal characteristics of teachers, and their working contexts. For instance, substantial differences have been reported between the PCK of experienced teachers around the same topic area, even when teachers' subject matter knowledge is similar and when they teach the same curriculum. These differences appear to stem from a range of factors, including teachers' personal beliefs about issues such as what they view as good teaching, how they think students learn, and which standards they wish to stress in a curriculum. Consequently, assessment of the quality of teachers' PCK is not straightforward, and studies that aimed to correlate teachers' PCK with student learning outcomes have shown mixed results.

In this keynote, I will summarize some of the main findings and challenges of research on teachers' PCK, focusing on recent developments. I will review some of the theoretical models of PCK, and research designs and methods that were presented in a recent 'PCK Summit' (Colorado Springs, 2012). I will include examples from my own research, focusing on PCK development of experienced teachers.

Weitere Informationen



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