Record Nr.	UNINA9910454665003321
Titolo	Examining pedagogical content knowledge [[electronic resource]] : the construct and its implications for science education / / edited by Julie Gess-Newsome and Norman G. Lederman
Pubbl/distr/stampa	Dordrecht ; ; Boston, : Kluwer Academic, 1999
ISBN	1-280-20765-5 9786610207657 0-306-47217-1
Edizione	[1st ed. 1999.]
Descrizione fisica	1 online resource (321 p.)
Collana	Science & technology education library ; ; v. 6
Altri autori (Persone)	Gess-NewsomeJulie LedermanNorman G
Disciplina	507/.1/073
Soggetti	Science - Study and teaching - United States Science teachers - Training of - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Published in cooperation with the Association for the Education of Teachers in Science."
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Pedagogical Content Knowledge: An Introduction and Orientation The Literature The Complex Nature and Sources of Teachers' Pedagogical Knowledge Secondary Teachers' Knowledge and Beliefs about Subject Matter and their Impact on Instruction Nature, Sources, and Development of Pedagogical Content Knowledge for Science Teaching Domains of Teacher Knowledge Emerging Lines of Research in Science Teacher Education Assessment and Measurement of Pedagogical Content Knowledge Changing Our Teaching: The Role of Pedagogical Content Knowledge in Elementary Science Reconceptualizing Secondary Science Teacher Education Pedagogical Content Knowledge and Co-Participation in Science Classrooms Impacts of PCK on the Development of Science Teacher Education Programs Constructing a Framework for Elementary Science Teaching Using Pedagogical Content Knowledge Incorporating Subject Matter Specific Teaching Strategies into Secondary Science Teacher Preparation The Triad Approach: A

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	Consensus for Science Teaching and Learning.
Sommario/riassunto	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.