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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

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.
