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The development of content knowledge and pedagogical content knowledge in a professional learning community

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2015-08-13
http://hdl.handle.net/10539/18220

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Abstract

This study investigates teacher knowledge conversations in one professional learning community which is part of the Data Informed Practice Improvement Project. Conversations where teachers speak about and with their content knowledge and pedagogical content knowledge are analysed. Data are in the form of video and audio recordings of the professional learning community meetings over one year. The study showed that both content knowledge conversations and pedagogical content knowledge conversations did take place, with more time being spent on pedagogical content knowledge conversations than on content knowledge conversations. Furthermore, the type and extent of the teacher knowledge conversations was shown to be related to the design of the project. In terms of level, most of the teacher knowledge conversations took place at level three on a four-level rating scale. Pedagogical content knowledge conversations triggered pedagogical content knowledge conversations, suggesting a close relationship between the two.

Key words

Content knowledge
Pedagogical content knowledge
Professional learning community

JM Research Report final.indd 4 2015-05-14 04:32:09 PM