An empirically grounded theory of literary development Teachers' pedagogical content knowledge on literary development in upper secondary education


Elementary Teachers' Pedagogical Content Knowledge and Student Achievement in Science Education. In C. Bruguiere, A. Tiberghien & P. Clément (Eds.), Science Learning and Citizenship. Proceedings of the Ninth ESERA-Conference 2011. Lyon. In the research literature on teaching and teacher education, there is a shared understanding that teachers' professional knowledge is an important determinant of instructional quality that impacts students' achievement gains (Baumert & Kunter, 2006; Bromme, 1997; Munby, Russell, & Martin, 2001). Yet few empirical studies have assessed the different components of teachers' knowledge directly and separately to predict instructional quality or student outcome. Keywords: Pedagogical content knowledge, product development education, students' misconceptions, evaluation methods. 1 INTRODUCTION In the Nordic countries, most universities are funded by the government. Theory-building of pedagogical content knowledge has taken place in the field of teacher professionalism in Anglo-American research, in particular (10)(11). In Europe, the same kinds of issues concerning teachers' knowledge areas and the importance of content have been discussed in the area of Fachdidaktik. 4 PEDAGOGICAL CONTENT KNOWLEDGE IN PRODUCT DEVELOPMENT In this chapter, we present our view of pedagogical content knowledge (PCK) in product development. An empirically grounded theory of literary development: Teachers' pedagogical content knowledge on literary development in upper secondary education. Article. Full-text available. The central question is: How can my teaching support students in their literary development? This self-study is supported by a research group, examining together one literature lesson given by the main author, striving towards an in-depth analysis of the lesson, using [Show full abstract]. Read more. Chapter. Was der Fall ist: Beiträge zur Fallarbeit in Bildungsforschung, Lehrerbildung und frühpädagogischen April 2014.