

Chapter 2

Examining the Diverse Sources Influencing the Development of Pedagogical Content Knowledge (PCK) Among Educators in Various Educational Settings

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ABSTRACT

This comprehensive study delves into the intricate web of diverse sources that influence

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the development of Pedagogical Content Knowledge (PCK) among educators in a multitude of educational settings. By exploring the impact of factors such as teacher education programs, classroom experiences, professional development workshops, specialized content knowledge, mentorship programs, and technology integration, this research aims to provide a holistic understanding of how educators acquire, refine, and apply their PCK. Through an in-depth analysis of these multifaceted sources, this study seeks to shed light on the complex interplay between different influences on PCK development and their implications for enhancing teaching practices and fostering effective student learning outcomes.

INTRODUCTION

The first section of this paper presents the review and the definition of PCK as the theoretical framework that is used to examine the teaching and learning processes as they are the core aspects of the study (Jain et al., 2024). It introduces the area of knowledge that the study focuses on to establish sources of PCK pro development in educators within different frames of reference(Gomez, 2020). Less significance is given to the knowledge of such sources for the aim of enhancing the teaching practices that enhance the achievement of students(Shing et al., 2018). Teacher education programs, classroom experiences, undertaking various workshops, developing specialized content knowledge, getting mentorship programs, resorting to new technologies, and so on are some of the strategies to be addressed in the current investigation, and these are also introduced in the beginning part of the study(Loughran & Berry, 2005). The final intention is to provide a general idea regarding how teachers construct and elaborate their PCK from a variety of sources of information(Loughran & Berry, 2005). The first section of the manuscript features a discussion on Pedagogical Content Knowledge (PCK) as well as an exposition of the relationship between the four researched teachers and their participants' teaching practice(Gomez, 2020). This paper introduces the study context by defining the area of study, which concerns the various sources whereby educators in various learning settings develop the PCK. The following sources highlight how they can be understood as a means of enhancing teaching practices so as to deliver better student learning(R. Evens et al., 2016). The key somewhat related factors include teachers' education programs, their classroom experience, professional development workshops or seminars, specialized content knowledge, mentorship, and knowledge in the application of technology in education, as highlighted in the introduction section of this study (M. Evens et al., 2016). The targeted understanding is the

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