

Chapter 12

Training Teachers in Pedagogical Content Knowledge: A Bridging Method Between University and School

Pasquale Gallo

 <https://orcid.org/0009-0002-3089-1820>

University Magna Grecia Catanzaro, Italy

Rosa Iaquinta

 <https://orcid.org/0000-0001-7771-4050>

Independent Researcher, Italy

ABSTRACT

The teaching needs expressed by new generations require teachers to have various skills: pedagogical, didactic, communicative and design. The work is the result of an experimental project conducted in the academic field, which involved two teachers with extensive professional experience both as teachers in schools and universities. The interest of the research was to demonstrate the validity of Shulman's PCK method through classroom instruction and, at the same time, to promote in future teachers the ability to assess, through direct experience, the importance of the design and implementation of teaching and the significant role of the choice of didactic method.

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INTRODUCTION

The motivation behind this work is that the teachers who have produced it are aware of their desire to make the university lecture a place where they can disseminate good practices for the benefit of the professionalism of the teachers in training. In particular, the experience of many years of academic experience has given us an opportunity to see how much knowledge of the new conditions which characterize individuals must be fostered and, above all, enhanced; so that the needs of post-modern man, who needs greater chances for progress, well-being, productive capacity and personal awareness can be satisfied. Educational practice, traditionally based on the pedagogy of teaching (Chiosso, 2018), is now benefiting from the transfer of attention from procedures to processes, from results intended in terms of content to the promotion of subjective learning capacity. The processes accompanying the educational path are currently understood as a transformational and generative route for personal change. The role of the teacher also changes accordingly: no longer a planner of predefined knowledge, but an expert guide who puts students in open situations to stimulate exploratory and creative activity. This awareness, combined with an innate interest in the narrative dimension of knowledge and knowledge, led to thinking and building a training and research route that could constitute a model for future teachers, benefiting, meanwhile, their learning as university students. In particular, the present action research work, theoretical and epistemological, aims to focus attention and reflect on the potential of Pedagogical Content Knowledge (PCK), a model developed by Shulman in 1986 to promote the integration between the subject content and the pedagogical dimension of teaching, which too often remain separate and unconnected in learning processes.

FRAMEWORK

The scientific literature, with reference to epistemology and the hermeneutic dimension of pedagogical science, in recent decades, calls on the academic community and teachers of schools of all levels to focus their teaching on the subject they are learning about, not just on content. What Decroly, in the 1970s, posed as a question, is now a true certainty: we must live the learning dimension as a possibility for school and life through life (Decroly, 1962). Teaching methods change, knowledge becomes widespread and the school is understood, increasingly, as a community in which to share good practices and reflective teacher action that is reflected in cooperation between students and learning by insight (1992). Learning by insight means going deep, literally “seeing inside” the contents and methods of knowledge and not in a discontinuous and fragmented way. This awareness has not always been

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