



Science Teachers' Pedagogical Content Knowledge

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Message from the Guest Editor

Dear Colleagues,

It is widely known that effective teaching requires more than familiarity with subject matter. Shulman in his seminal articles, presented a strong case that teachers requires also a special type of knowledge called Pedagogical Content Knowledge (PCK). PCK is formed from an amalgamation of subject matter knowledge (SMK) and pedagogical knowledge (PK). PCK is particularly appealing to science teacher educators and researchers as it is well-known that student (mis-)conceptions can heavily influence student learning of science; and that would require teachers to make use of specific instructional strategies and representations to help student learning.

Despite more than 30 years of research efforts, many questions related to PCK still remain unresolved.

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