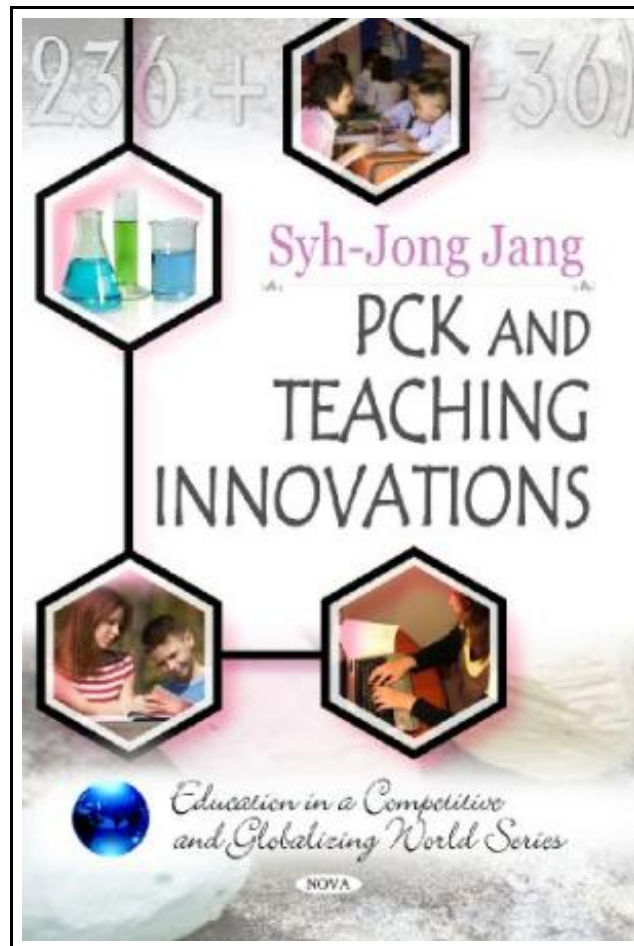


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(Prof. Ernestine Emard)

PCK AND TEACHING INNOVATIONS

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Nova Science Publishers Inc. Hardback. Book Condition: new. BRAND NEW, PCK and Teaching Innovations, Syh-Jong Jang, Several series studies related to school science teachers' PCK. Chapter one first describes the social constructive framework related to the research model. Then it addresses the related literature concerning PCK of pre-service and in-service science teachers, as well as the merits of models. Finally, a research-based model for PCK is presented. The process of PCK development involves the PCK-COPR module (Comprehension, Observation, Practice and Reflection). Then, chapter two demonstrated a group of pre-service teachers (n=23) to participate a technology-based PCK-COPR model designed to restructure science teacher education courses. There were significant differences in "pedagogical knowledge", "technology knowledge" and "overall PCK" ($F = 4.123$, $p < 0.05$, $F = 9.260$, $p < 0.01$, and $F = 6.372$, $p < 0.05$, respectively.), but no significant differences in the other aspects. The innovative teaching experience could help pre-service teachers develop multiple teaching methods and strategies, and further enhanced their PCK. Chapter three was to examine the eighth-grade students' perceptions of science teachers' PCK difference between beginning teachers and experienced teachers, and the effects of applying the PCK-COPR model in the concepts of "electric circuits". The research methods of students' perceptions and teachers' reflection could increase the learning and research experience of both in-service science teachers and the instructors and also serve as useful reference for other in-service teacher education institutes. Chapter four aimed to explore the impact of integrating a peer-coaching model into team teaching on PCK development of team teachers of secondary integrated science from a social constructivist approach. The research design included two-semester peer coaching and one-semester team teaching. Two simultaneous interventions should be conducive to science teachers' creative thinking and collaborative relationship. Chapter five evaluated a three-stage collaborative concept-mapping technique in the fourth-grade science classes. The...

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