

Einladung zum Vortrag

## Can PCK Be Measured? Affordances and Constraints of Video for Eliciting Teachers' PCK

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Although pedagogical content knowledge (PCK) has enjoyed great popularity as a theoretical construct, empirical evidence in terms of its influence on teaching and learning has been mixed. One possible explanation for this disappointing result could be how PCK is measured, raising the question of whether we are able to (and whether it is possible to) capture teachers' PCK. As knowledge embedded in practice, PCK may be tacit—and, thus, difficult to capture—largely because practice does not require its articulation.

In this talk, I briefly review recent efforts to elicit or measure teachers' PCK, highlighting the challenges inherent in this work. I identify video-based approaches as potentially promising because they preserve some complexity of classroom environments, while capturing transient expressions of student thinking or instructional interactions. I describe research studies I have conducted to explore three such approaches and discuss the affordances and constraints of these approaches as the basis for measuring teachers' PCK.

### Weitere Informationen



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