



ALPINE TALES 2016



PCP WINTER SCHOOL – 2ND EDITION

4-7 FEBRUARY 2016

PECOL DI ZOLDO (BL) – ITALY

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Workshop

Personal constructs and constructivism in science education

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Costrutti personali e costruttivismo nelle scienze dell'educazione

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Abstract

There is a considerable literature describing the diversity of views on the nature of science and mathematics teachers' professional knowledge of practice. However, understanding what professional knowledge of teaching really is tends to be difficult because it is largely tacit. In previous studies we elicited and defined biology and mathematics teachers' personal constructs about their professional knowledge of practice and showed that it cannot be assumed that increasing content knowledge (CK) automatically improves biology teachers' professional knowledge of practice.



In the present research we investigate whether there are differences in the development of personal constructs about professional knowledge of practice between students who learn towards teaching certificate with different CK base in

biology. We initially used the Repertory Grid Technique. Since we are science educators, we would like to show our RGT results to other participants and hear their ideas and insights about it.

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