PEDAGOGICAL CONTENT KNOWLEDGE FRAMEWORK: USING IT AS A TOOL FOR COURSE DESIGN *

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In this paper we aim to show how pedagogical content knowledge (PCK) framework can be used to design and deliver mathematics teaching courses' contents and show how these courses shape a pre-service teacher's PCK with regard to derivative. For that purpose we describe how PCK framework acts as a guide and is employed in the design and delivery of the courses. In the light of PCK framework we illustrate the development of a pre-service teacher's PCK with regard to the introduction of derivative through her lesson plans supplemented by interviews. This case study shows the potential of PCK framework as a guide not only in course design and the delivery but also in developing the pre-service teacher's PCK as such.

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