

DEVELOPMENT OF PEDAGOGICAL CONTENT KNOWLEDGE WITH REGARD TO INTERSUBJECTIVITY AND ALTERITY¹

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In this paper we focus on the development of pedagogical content knowledge (PCK) and examine this development in the light of the notions of intersubjectivity and alterity. We base our examination on data obtained from a teacher preparation program in which 20 teacher candidates take part. On the basis of the analysis of the data we argue that development of PCK is a dialogical process and such development could be described in terms of increasing intersubjectivity amongst the participants and that alterity accounts for the different approaches adopted to teach a topic at hand in such a way that makes it comprehensible to the others.

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