

Griffin, L., Dodds, P., & Rovengo, I. (1996). Pedagogical content knowledge for teachers: Integrate everything you know to help students learn. *JOPERD*, 67(9), 58-61.

Summary by Jack Petley-Jones

Issue/Focus

Teachers need pedagogical (i.e., instructive, educational) content knowledge (PCK). This is important to “package” teacher’s knowledge about the learners, activity, program goals, instructional strategies, the school, students, and communities. The purpose of the article is to learn why PCK is important, what are the traits of teachers with a strong PCK, what are the traits of teachers without a strong PCK, and enhancing your knowledge to develop your PCK.

Reasoning

The authors explain that PCK is specific to teaching because teachers understand movement activities in ways that help them teach others how to play or perform. Therefore a successful teacher will have a rich PCK if they have these four forms of knowledge.

- 1) They keep broad and narrow goals clearly in mind
- 2) They understand readily what various students already know or can do
- 3) They are highly knowledgeable about curriculum content
- 4) They vary instructional strategies

Teachers with rich PCK in tennis may not have it in soccer and therefore teachers can continually develop their PCK in new directions and with growing depth.

Assumptions

The authors do assume that a teacher with a rich PCK is dedicated and believes wholeheartedly that all students can learn. Also that a teacher who develops a strong PCK will be confident, excited, reflective, and engrossed in their teaching.

Conclusion

The article listed five pit falls associated with a limited PCK. I found these pit falls interesting as it related to areas in which I should focus in regards to building a PCK. Here are a few pitfalls:

- 1) Missing the big picture. Teachers in early stages of developing PCK think about activities but not about how these activities are related to their program goals.
- 2) Not understanding progressions within activities (e.g., from skills to game play) teachers experience this pit fall when they move from stage 1 (working on individual skills) to stage 4 (modified or full game play) without giving adequate

- practice in stage 2 and 3 (combining skills and basic offence and defence strategies).
- 3) Assuming that telling information to students who appear to be listening is teaching. Allow students to show their skills to help develop further practices and use a game-questions-practice-game cycle to involve students in making decisions about how to apply skills and movements appropriately.

Personal Comments

I thought the article was thorough in its layout and would be useful for anyone who wants to get a better understanding of PCK. The article described common mistakes of new teachers and strategies to help run a smoother practice session. You will be teaching for understanding and hopefully enjoying it.