

A Study of Teacher Educators' Perception of Pedagogical Knowledge

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Abstract

The main purpose of this study is to explore teacher educators' perception of pedagogical knowledge. The research design was a descriptive (survey) design. There were 920 teacher educators in this study. Teacher educators were from two universities of education and 24 education degree colleges. A questionnaire, based on Schmid, Baran, Thomson, Mishra, Koehler and Shin's pedagogical knowledge, was used to explore teacher educators' perception of pedagogical knowledge. In this study, four main dimensions of teacher educators' perception were studied, namely, knowledge of classroom management, knowledge of assessment, knowledge of lesson plan development, and knowledge of students' learning. The teacher educators' perception of pedagogical knowledge was analyzed by using descriptive statistics. According to the results, the mean value of the perception of knowledge of lesson plan development ($M = 42.33$, $SD = 3.81$) was the highest and the of knowledge of students' learning ($M = 37.98$, $SD = 3.82$) was the lowest among four dimensions. Research findings prove that teacher educators recognize valuable knowledge of classroom management, assessment, lesson plan development, and students' learning. As a consequence, their student teachers will also recognize pedagogical knowledge and the importance of pedagogical knowledge in their profession.

Key words: Teacher, Teacher Educator, Perception, Pedagogy, Pedagogical knowledge

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