



Professional Development + Learning For Effective Teaching

KNOWLEDGE OF HOW STUDENTS LEARN IN YOUR AREA

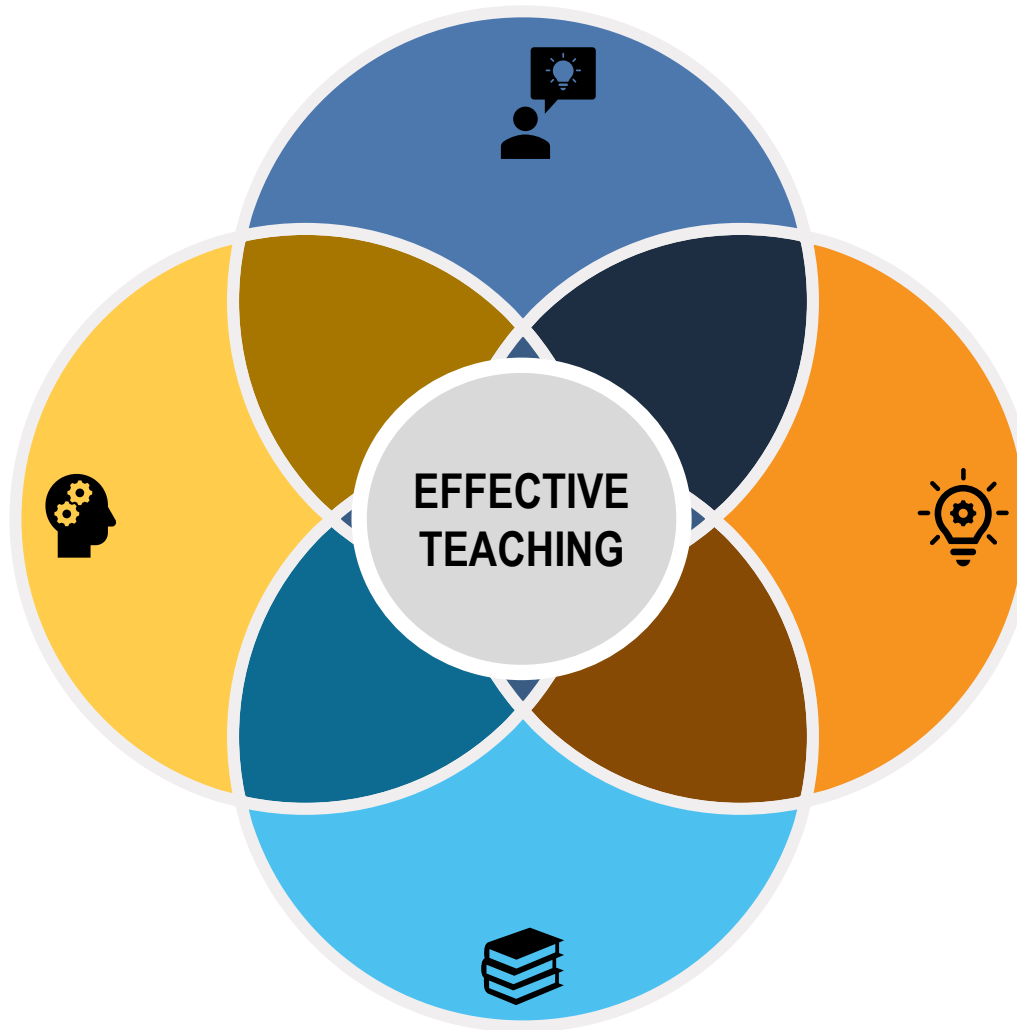


Pedagogical content knowledge is knowing how to best teach and use the most appropriate strategies in the subject matter for optimal student learning. This involves understanding how students learn in the subject area / discipline / trade / profession such as what conceptions and misconceptions students bring to the learning experience considering their age, developmental growth and previous knowledge. This also involves the 'habits of mind' to develop students into experts in their area and knowing the unique ways of teaching that works best for optimal learning.

KNOWLEDGE OF YOUR AREA



Subject matter knowledge is essential but more so in terms of staying current and being aware of advancements particularly connecting with interest groups and community members. However, this knowledge is mistakenly not the only knowledge required for teaching. There is no pedagogical research to attest to this. A highly skilled and knowledgeable specialist/expert in a discipline, subject or field will not be an effective educator if they don't possess and keep current the other three areas of professional learning knowledge areas.



KNOWLEDGE OF HOW STUDENTS LEARN



The science of learning is relatively new within the past few decades even though psychologists have been studying learning for over a century. Educators need to know the importance of metacognition, working memory, attention, cognitive load and effective learning strategies to better support the learning process. With this knowledge about how learning works educators can choose appropriate metacognitive teaching strategies to support growth.

KNOWLEDGE OF STRATEGIES AND HOW TO DESIGN LEARNING



Learning design encompasses the design principles and practices for creating effective learning experiences for students and pedagogical knowledge about how to teach including core instructional components and strategies. This includes how to write useful learning outcomes, align them to appropriate evaluations, and then scaffold learning experiences with the consideration of teaching strategies and practices best suited to current knowledge on how people learn.