

SYMPAB - (15890) - RELATIONSHIPS BETWEEN SCIENCE TEACHER PROFESSIONAL KNOWLEDGE AND HIGH-QUALITY SCIENCE TEACHING

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Short Abstract

Although a clear consensus on what high quality teaching means and entails has not yet been reached, it is widely accepted that teacher professional knowledge contributes to high quality teaching. This chapter critically reviewed empirical studies on science teacher professional knowledge published between 2010 and 2020 to examine whether and the extent to which extant research has evidenced the relationship between teacher professional knowledge and high quality science teaching. Gaps and issues in this line of research are also discussed.