Developing Expertise in Teaching
December 5, 2018 (Wed)

This symposium brings together researchers from an Alliance of Universities in Australia, Hong Kong and the U.S. to exchange ideas on how to develop teacher expertise in teaching. Specifically, the presenters will describe different approaches to enhancing teacher learning and promoting teachers’ development of pedagogical content knowledge (PCK). The symposium will be of interest to researchers, teacher educators, teacher professional developers, school leaders and teachers who are interested in teacher professional development.

Monash University
Amanda Berry
Professor of STEM Education

Rebecca Cooper
Senior Lecturer

Understanding the Development of Teaching Expertise through Pedagogical Content Knowledge

Stanford University
Janet Carlson
Associate Professor, Graduate School of Education
Director, Center to Support Excellence in Teaching (CSET)

Using a Core Practice Approach to Develop Teaching Expertise

The University of Hong Kong
Kennedy Chan
Assistant Professor, The Faculty of Education,
Division of Mathematics and Science Education

Using Video to Professionally Develop Pre-service Science Teachers’ Expertise in Teaching

Three local schools will share their experiences of professional development at CSET, Stanford University, at the end of the Symposium.

▪ HKUGA College
▪ Fanling Kau Yan College
▪ St. Paul’s Co-ed College Primary School

For enquiries, please contact The Office of Research, Faculty of Education, HKU at hkchow@hku.hk

To register, please click here or scan with your mobile:
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Speakers and Abstracts

**Amanda Berry** is a Professor of STEM Education and Associate Dean (Research) in the Faculty of Education, Monash University. The main focus of Amanda’s research has been the development and application of methodologies and tools for capturing and representing the complex nature of teachers’ classroom practice. Amanda’s recent work has focused on teacher learning about STEM education, in particular, the development of teachers’ STEM pedagogy and practices through participation in interdisciplinary communities of practice.

**Rebecca Cooper** is a Senior Lecturer in the Faculty of Education, Monash University. She works with pre-service and in-service science teachers and her research interests include the development of pedagogical knowledge and pedagogical content knowledge throughout teachers’ careers; improving the quality of science teaching to increase student engagement; and working with teachers to better understand the development of scientific literacy with students.

**Janet Carlson** is an Associate Professor (Research) and the Faculty Director of the Center to Support Excellence in Teaching (CSET) at Stanford University. Her work is focused on educational partnerships to solve persistent problems of practice by improving the quality of instruction, keeping equity at the center of the work, and developing leading teachers.

**Using a Core Practice Approach to Develop Teaching Expertise**

Research tells us what teaching practices facilitate richer and more meaningful learning by students. Using those practices well takes time and opportunities to learn. The core practice approach includes a learning cycle that drives professional learning experiences for teachers to become more expert in their use of key pedagogical practices.

**Understanding the Development of Teaching Expertise through PCK**

High quality teaching is a multifaceted and complex enterprise that is developed over time, through experience and systematic reflection on experience. Supporting the development of teachers’ specialist knowledge of teaching begins in preservice teacher education, and needs to be carefully scaffolded and supported through preparation into early teaching and ongoing learning. This presentation explores approaches to developing teaching expertise as pedagogical content knowledge (PCK) in teacher preparation, including implications for those who teach and mentor pre-service teachers.

**Kennedy Chan** is an Assistant Professor at the Division of Mathematics and Science Education at the University of Hong Kong. His research areas include teacher professional knowledge and use of video in teacher education. He is an awardee of several teaching awards including the University Early Career Teaching Award and Student-led Teaching Feedback award and an invited participant of PCK summit II.

**Using Video to Professionally Develop Pre-service Science Teachers’ Expertise in Teaching**

The purpose of this presentation is to describe the design of a video-based science methods course that aims to enhance pre-service science teachers’ expertise in teaching science. Specifically, it discusses how authentic classroom video clips are used to represent complex teaching practices for decomposition and approximation by pre-service teachers to facilitate their expertise development.