

Abstract Submitted
for the TSS21 Meeting of
The American Physical Society

Development of a Written Assessment to Analyze Student Teaching Assistants' PCK-Q¹ BETH THACKER, Texas Tech Univ, STEPHANIE HART, KYLE WIPFLI, JIANLAN WANG, Texas Tech University — We report on the development of a written assessment designed to analyze pedagogical content knowledge in the context of questioning (PCK-Q). We discuss the process of analyzing and coding classroom videos and writing and testing a preliminary written assessment. The classroom observations have first been coded using a coding scheme that analyzes levels of questioning in an inquiry-based classroom. A written instrument was then developed based on the classroom videos, administered to student teaching assistants (SAs) and compared with video results. We report on the coding scheme and the video/written comparison results of this ongoing project.

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Date submitted: 15 Mar 2021

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