

Chapter-6

DOI: <https://dx.doi.org/10.22159/ED.c6>

A Theoretical Framework Lance on Consumer Studies Teacher Effectiveness, PCK and SCK in the Classroom

Mafa-Theledi Olivia Neo

Department of Mathematics, Science & Business Education, Faculty of Humanities, Tshwane University of Technology, South Africa

Abstract

Pedagogical Content Knowledge (PCK) and Subject Content Knowledge (SCK) plays a vital role in teaching in the classroom. In the teaching and learning process, a PCK involves teachers' competence in delivering the conceptual approach, relational understanding, and adaptive reasoning of the subject matter. The aim of this chapter is to explore the PCK and SCK teachers in teaching in the classroom. The common characteristics of these effective teachers who applied PCK and SCK during their classroom teaching. A broad understanding of curriculum aims and objectives, have high expectations of all learners; knowing learners well; providing effective feedback; recognizing learner success; having sound PCK and SCK evaluation of progress. Learners learn best when the subject content is pitched or focused on the level of understanding of learner's level. Evidence provided in this chapter based on the past literature. The study recommends that without full grasp of PCK and SCK, teachers may face difficulty in teaching the subject effectively.

Keywords: pedagogical content knowledge, subject content knowledge
