

An Investigation into the Teacher Educators' Pedagogical Knowledge

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Abstract

The main purpose of this research is to study the teacher educators' pedagogical knowledge in the Education Degree Colleges. The research design was descriptive research design. A questionnaire of pedagogical knowledge for teacher educators was used. All (296) teacher educators from five Education Degree Colleges in lower Myanmar were selected as participants for the study. Most teacher educators (78%) possess a moderate level in pedagogical knowledge. Among three dimensions of teacher educators' pedagogical knowledge, knowledge of research and professional development was the weakest and knowledge of practicum was the strongest. In order to investigate the teacher educators' pedagogical knowledge between four groups in terms of teaching experience, one-way ANOVA was used. Based on the result, it was found that there were significant differences in the teacher educators' pedagogical knowledge between the four groups in terms of teaching experience ($F = 3.479$ and $p < .05$), especially, between the teaching experience in (1-10 Years) group and (11-20 Years) group, and between (11-20 Years) group and (Above 30 Years) group. The result showed that most teacher educators had a wide range of pedagogical knowledge.

Key words: Pedagogy, Pedagogical Knowledge, Practicum, Professional Development, Classroom Management

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