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**Title**

Assessing college students' perceptions of a case teacher's pedagogical content knowledge using a newly developed instrument

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**Abstract**

Ongoing professional development for college teachers has been much emphasized. However, previous research on learning environments has seldom addressed college students' perceptions of teachers' PCK. This study aimed to evaluate college students' perceptions of a physics teacher's PCK development using a newly developed instrument and workshop intervention. A mixed method design was employed incorporating both quantitative and qualitative techniques. The survey 'Assessing Students' Perceptions of College Teachers' PCK' was adopted as the instrument of research. This survey was conducted twice in this study; with the pre-test carried out during the mid-term exam and the post-test given in the last week of the semester. The results indicate that only SMK and IRS showed significant difference in the four categories of the survey, while IOC and KSU did not. Furthermore, the organized workshops helped the case teacher to better understand students' prior conceptions of the subject matter and learning difficulties, and further facilitated her adjustment of instructional strategies. The limitations of this study are discussed and suggestions for

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improvement are also provided. (HRK / Abstract übernommen) Jang, Syh-Jong, E-Mail:  
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