Development of Narrative-Based Pedagogical Content Knowledge

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Abstract. The purpose of this study is to develop narrative-based pedagogical content knowledge. In the study of subject education, pedagogical content knowledge is core tools of teacher's teaching profession. From the viewpoint of narrative knowing, PCK is a kind of way of knowing. Following the new results about the relation of narrative to PCK, we can create new strategy of curriculum and instructional change. Narrative-based PCK is used for useful tools to change and promote teacher's conception about technical mentality in teaching terrain.

Keywords: narrative, pedagogical content knowledge, teacher's narrative, teaching professionality, narrative knowing

1 Introduction

There are many discourses about teacher's teaching professionality and teaching activity. In a field of subject education, the theme of how we can teach a subject is very important thing. With the help of growing knowledge of teaching method and curriculum, we come to understand effective teaching strategy in subject education. Since Shulman's (1987) suggestion of pedagogical content knowledge, we have discussed a variety of strategies in internalizing instructional contents. The importance of pedagogical content knowledge has been emphasized by researchers of teacher education. Now how can we approach the effective method of crafting a pedagogical content knowledge?

In my opinion, the thinking of pedagogical content knowledge is a ways of narrative thinking. Interest in narrative as a way of knowing is a prominent feature of teacher research in a number of efforts in approaching pedagogical content knowledge. In case of focusing on the relation of narrative to pedagogical content knowledge, we can search the orientation and principles of narrative-based pedagogical content knowledge.

In this article, I try to develop the orientation and principles of narrative-based pedagogical content knowledge with the condition of conceiving of pedagogical content knowledge as narrative knowing. By the benefit of the integrative discussion about pedagogical content knowledge and narrative, we can extend the scope of subject education and teacher's professionality.
2 Relation of Narrative to Pedagogical Content Knowledge

The words “narrative,” “narration,” and “narrate” have Latin roots that suggest a close connection with knowledge and expert or skillful practice. (Whyte, 1981) There are many discussions about the nature of narrative since 1990. In the flow of various discourses about narrative, we can construct the optimal definition of narrative. Narrative refers to the structure, knowledge, and skill required to construct a story. Story and narrative, in everyday language, are taken to refer to the same thing: accounts of action usually involving humans or humanized animals. A story has characters; a beginning, a middle, and an end; and is told together by a series of organized events, called plots (Gudmundsdottir, 1995: 24).

According to Bruner, we can premise two sets of thought mode while preaching on narrative mode of thought; paradigmatic mode of thought and narrative mode of thought (Bruner, 1985; 1987; 1996). The former, structured as logical statements, is scientific knowledge with a causal relationship. Whereas the latter, structured as story, is arbitrary and illogical. Humans have differently developed their experiences with their surroundings within different cultural bases. The former mode aims for explanation. The latter pursues interpretation, which requires understanding. Explanation premises causal existence and can physically be verified. As for the narrative mode of thought, however, seemingly existing meanings are judged by circumstantial relevance or probability. In this context, narrative should be understood as process of searching for genuine hypothesis that corresponds with wide and deep human imagination, rather than explained as a curriculum where scientists pursue verifiability.

Narrative or narrative mode of thought means story or constructed story. We use narrative thinking to critique the tendency of technical model of teaching-learning focusing on narrative knowing suggested by Bruner, Polkinghorne etc. Narrative involves various levels of the meaning of narrative and schooling. In this paper we argue the possibility of new pedagogy is constructed on the basis of narrative theory and educational process. In these contexts model of teaching-learning should be constructed by culturalism rationale. We should pay attention to the complementary possibility of new schooling and pedagogy. The content we teach should include various knowledge and mode of thought. In the future we should consider these problems in curriculum development and develop the more specific possibility of narrative-based teaching-learning (Kang, 2014).

In my opinion, pedagogical content knowledge is an extension of a narrative way of knowing. Ever since Lee Shulman (1987) introduced the concept pedagogical content knowledge, increasing numbers of researchers and teachers have come to recognize that it represents an important element in teachers’ knowledge base. The concept refers to the teachers, ways of knowing and understanding their subject matter that is “unique for teachers and teaching” (Shulman, 1987; Gudmundsdottir, 1995).

What is implied in pedagogical content knowledge is that teachers’ content knowledge has been transformed into something different from what it was before, a form that has practical application in teaching (Gudmundsdottir, 1995).

Pedagogical content knowledge is a practical way of knowing the subject matter. It is learned mostly on the job from trying things out and observing, talking, and
working with other teachers. Tradition provides the narrative models to draw upon to understand and construct the present, and it is maintained by the sense of accumulated practice that is also shared by others. The narratives told within a tradition are “packages of situated knowledge” (Jordan, 1989; Gudmundsdottir, 1995).

The study of teachers' stories and narratives brings us right to the heart of pedagogical content knowledge, in all its variety and richness. Such a study should focus on the four dimensions of narratives within pedagogical content knowledge: practical experience, interpretation, reflection, and transformation (Shulman, 1987; Gudmundsdottir, 1995: 30-35). There are significant interactions among four dimensions as illustrated in Figure 1.

![Fig. 1. Four Dimension of the Narrative within PCK](image)

### 2.1 Practical Experience

Practical experience is crucial to teacher's narrative. Practitioners who work with people usually encode their experiences in narrative form. Often they use case histories and narrative explanations, as is exemplified in Schon's (1983) work. The practitioners he studied were architects, engineers, and psychotherapists, but only the latter group dealt with people, and they characteristically offered Stories to explain and justify their thinking and actions. Similarly, the world of the teacher is one filled with human activity and cares.

### 2.2 Interpretation

Interpretation is core tool for understanding experience. In the construction and telling of a narrative there is always someone who is an interpreter, situated, as Barthes says, between our experiences and our efforts to make sense of them and describe them. Narratives are never straight copies of the world like photographic images. This narrative is an interpretation of the text, which in turn is an interpretation of an earlier text-interpretations are always inevitably interpretations of interpretations.
interpret in this way requires that teachers learn to look and comprehend texts, practices, and classrooms pedagogically.

2.3 Reflection

Reflection is pivotal window for self-growth. But the most important lessons in pedagogical interpretation take place on the job in a cycle of practical application and reflection. Reflection involves thoughtful explanation of past events. Mere moments and happenings have no systematic cognitive connection. They stand behind one another in a temporal sequence and it is only through reflection that they begin to take on the form of a story and acquire meaning.

2.4 Transformation

Transformation is natural process of teaching with narrative. Narratives are a valuable transformative tool. They allow us to understand the world in new ways and help us to communicate new ideas to others. We can make worlds in many new ways (Goodman, 1978). Narratives allow us to discover new meanings by assimilating experiences into a narrative schema. In most cases, transformation involves progressing from an incomplete story to one that is more complete and compelling.

3 Developing a PCK through Narrative and Discussion

As discussed above, some principles of developing a PCK through narrative are suggested (Gudmundsdottir, 1995).

First, story or narrative required to achieve instructional objectives is used by narrative as subject matter of instruction. In this case, PCK moves toward teacher's compiling and plotting stories. It makes intuitive sense that experienced teachers should know their subject matter differently than those who are not engaged in teaching.

Second, narrative is used by means of transmitting instructional contents. In this case, narrative as delivery tool is extended in vein of choosing a number of existing stories. Values and narratives are inexorably intertwined. Together they have one fundamental principle in common, a principle that is basic to the narrative nature of pedagogical content knowledge (Gudmundsdottir, 1995). This basic principle is that narrative helps us interpret the world. Values and narratives are interpretative tools that constitute a practical, but also highly selective, perspective with which look at the world around us.

Third, narrative as instructional contents is emphasized by teacher's teaching content. In this case, PCK influences the possibility of reaching instructional objectives. Teachers live in stories. They use them in order to tell their students about some of the things they know.
Fourth, narrative is used with the conception of thinking tools. According to this approach, instruction plan is designed by logic of narrative knowing. In this case, teacher's teaching is plot of story line and narrative structure.

We use narratives to make sense of facts, whether they are various kinds of text or curriculum or instructional practice, from the moment we first walk into a school. The texts used in teaching, such as textbooks and other curriculum materials, require that teachers look at them with “pedagogically-seeking eyes.” Understanding, according to classical hermeneutics, requires that the reader reconstruct the text. The interpreter must know the texts, be intimate with the texts and the subject matter they represent, and immerse himself or herself in this world of texts and subject matter (Gudmundsdottir, 1995).

References