

USEFULNESS OF CONSTANT COMPARATIVE ANALYSIS AS A TOOL IN ASSESSING THE PEDAGOGICAL CONTENT KNOWLEDGE (PCK) OF FOUR (4) FILIPINO GRADE 8 TEACHERS AS THE INQUIRY-BASED APPROACH (IBA) IS USED

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ABSTRACT

Using constant comparative analysis, this study determined the PCK of four (4) Grade 8 science teachers. Supported by interviews and classroom observations, results identified emergent themes of the teachers' PCK components. For knowledge of content, the identified theme was clear discussion of the basic concepts of cell division and Mendelian genetics. The identified emergent themes for knowledge of instructional strategies were use of cooperative learning, starting a lesson with motivational activities, use of models and multimedia materials, and use of a variety of activities. The identified emergent themes for knowledge of students' understanding of science were developing or stimulating students' critical thinking by asking questions, use of multi-assessment tools, teaching to develop conceptual understanding, critical or analytical thinking skills, and problem-solving skills, and correction/prevention of misconceptions. Finally, for knowledge of assessment, the identified theme was giving extra work or remedial class to slow learners. While most of the components were commonly observed among the teachers, there was variation observed for the teachers' knowledge of content. The two beginning teachers consistently had a high level of PCK indicating a complete discussion of content while the experienced teachers had different PCK levels - Teacher Ces had a moderate level where few components of the content are missing in the discussion while Teacher Bes had a low level of PCK where many components of the content are missing. Based on this result, it can be concluded that the number of years of teaching/teaching experience does not guarantee expertise. A continuous professional development program is suggested that should focus on content. Recommendation is suggested that other teachers use constant comparative analysis as a powerful qualitative tool in comparing large amount of data. Future research on PCK level among Grade 7, 9 and 10 is also suggested.

Keywords: Constant Comparative Analysis, Emergent Themes, Inquiry-Based Approach, PCK level, PCK component, Powerful tool.