

Discovering Grade 8 Technology Teachers' Pedagogical Content Knowledge in the Tshwane District of Gauteng Province

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ABSTRACT This paper reports on a study conducted to inquire into Grade 8 Technology teachers' pedagogical content knowledge (PCK) in the Tshwane District of the Gauteng Province of South Africa. The research question addressed was: *What is Grade 8 Technology teachers' pedagogical content knowledge in the Tshwane District of the Gauteng Province?* The need to address the research question was triggered by the researchers' awareness that teachers' pedagogical content knowledge is an important and under-researched area of Technology Education. PCK embodies the notion that the knowledge held by expert teachers represents a unique integration of their pedagogical techniques and their understanding of Technology subject content. To pursue this investigation, the researchers conducted interviews, observed teachers as they taught and reviewed the textbooks that the teachers used. Interestingly, the findings revealed significant diversity in the teachers' PCK – specifically in their understanding of Technology Education, the Technology Education curriculum, the pedagogy of Technology Education, assessment, resources, and indigenous technology. Finally, the researchers provide relevant recommendations.