

REVISITING SHULMAN'S NOTION OF PEDAGOGICAL REASONING: LOOKING BACK AND LOOKING FORWARD

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Short description of the DG

Pedagogical reasoning is not a new concept. More than three decades ago, Shulman (1987) expounded this idea in his seminal paper, well known for its elaboration of pedagogical content knowledge (PCK). Shulman stated that teaching begins as an act of reason and continues as a process of reasoning. He also added that pedagogical reasoning forms the basis for all actions by the teacher. In his model for pedagogical reasoning and action, Shulman proposed that teaching begins with the act of comprehending what has to be taught, followed by the transformation of that knowledge for teaching the students, which is followed by actual instruction, and an evaluation of the students' learning. Finally teachers engage in reflections, which may lead to new comprehensions by the teacher.

Although the notion of PCK has been quite well-understood, the notion of pedagogical reasoning is still under-theorised (Loughran et al., 2016). Yet, pedagogical reasoning has been seen as an important component of teaching expertise (e.g., see Choy, 2016). If teaching actions are based on pedagogical reasoning, then how do we enhance the pedagogical reasoning of teachers to improve teaching? Or more fundamentally, is there a need to reinterpret the components of pedagogical reasoning in light of the current contexts of teaching and learning?

In this DG, we will discuss these questions. More specifically, we will critique this construct and propose possible modifications to the framework of pedagogical reasoning. In addition, we will also discuss the issues and challenges related to the development of teachers' pedagogical reasoning.

Planned structure (21:30 – 23:00, July 14):

Planned timeline	Planned activity	Working format /Responsible person
10 minutes	What is pedagogical reasoning and action?	The organisers will facilitate the introduction of the participants of this DG and present the key ideas needed in this DG.
20 minutes	What are the components of pedagogical reasoning and what are the roles of each component in teacher education and professional development? What can we say about its relationship to	The participants will work in groups to critique one of the following components: Comprehension, Transformation, Instruction, Evaluation, Reflection, and New Comprehension.

	Shulman's notion of pedagogical reasoning?	
30 minutes		The participants will present their critique and suggest ideas to modify/enhance/clarify the notion of pedagogical reasoning.
10 minutes	What are some issues and challenges with enhancing teachers' pedagogical reasoning?	The organisers will summarise the ideas shared by the participants and lead a discussion on the issues and challenges to prepare for session 2.
10 minutes	How can we move forward in our endeavor to enhance teachers' pedagogical reasoning?	The organisers will summarise the ideas and discussion to set up possible collaboration opportunities in the future.
10 minutes	Summary and Closing	

References

- Choy, B. H. (2016). Snapshots of mathematics teacher noticing during task design. *Mathematics Education Research Journal*, 28(3), 421-440. doi:10.1007/s13394-016-0173-3
- Loughran, J., Keast, S., & Cooper, R. (2016). Pedagogical reasoning in teacher education. In J. Loughran & M. L. Hamilton (Eds.), *International handbook of teacher education* (Vol. 1, pp. 387-421). Singapore: Springer.
- Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.