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Teachers' general pedagogical/psychological knowledge.

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Summary: This chapter focuses on general pedagogical/psychological knowledge (PPK) as a constitutive element of teachers' professional knowledge. It introduces the conceptualization of PPK used in the COACTIV research program, describes the development of a test directly assessing PPK, and summarizes first findings from a validation study. PPK, as the knowledge needed to create and optimize teaching-learning situations across subjects, is conceptualized as a multifaceted construct including knowledge of classroom management, teaching methods, classroom assessment, and student heterogeneity. A 39-item measure using multiple-choice items, short-answer items, and video-based items was developed to assess this domain of teacher knowledge. Experts rated the items to be relevant for teaching, domain general, and authentic. The measure was then administered to 746 teacher candidates in the context of COACTIV-R. Results provided empirical support for the theoretically derived structure of PPK and showed that the facets of PPK could be assessed with satisfactory reliability, that the measure was sensitive to differences between groups, and that the knowledge assessed did not overlap to any great extent with discriminant constructs. Furthermore, PPK was positively related to the quality of instruction as perceived by students.

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