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Exploring the use of cases and case methods in influencing elementary preservice science teachers' self-efficacy beliefs.

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In this study, we hypothesize that cases demonstrating exemplary practice in the science classroom can be used as a source for learning content and pedagogical skills that will improve teachers' self-efficacy beliefs. Twelve preservice elementary science teachers are followed as they participate in a case and case method activity illustrating the Grade 7 topic of robotics and fluids. While there was little evidence to show improvements in content knowledge, results indicate that the case acted as a boundary object for brokering between individual experiences and those found in the science teaching community by scaffolding for multiple points of entry, bridging the theory practice gap and offering beginning teachers more immediate access to the community of already practicing teachers.

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