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Author

MAJOR, Claire H.

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Major, Claire H. ; Palmer, Betsy

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Abstract

A qualitative study of faculty members participating in a campus-wide problem-based learning initiative examined the process of transforming faculty pedagogical content knowledge. Researchers found that faculty existing knowledge and the institutional intervention influenced new knowledge of faculty roles, student roles, disciplinary structures, and pedagogy. Communicating new knowledge solidified the transformation. (HRK / Abstract übernommen), Major, Claire H., E-Mail: cmajor@bamaed.ua.edu