

Name

Professor

Course

Date

## **Comprehensive Study on Teacher-Centered Pedagogy in Primary Schools**

### **Aims of the Study**

To have a thorough understanding of the influence of Teacher-Centered Pedagogy in fostering effective learning in the classroom.

### **Proposed Participants**

The participants will be both students and teachers from 10 primary schools. The sample size will include at least 20 students (Aged between 6-10 years) and 10 students (Aged 11-14 years). In addition, 20 teachers who have a two-year teaching experience will be needed (10 from lower classes and 10 from upper classes).

### **Methodology**

Each teacher will fill out a questionnaire that will be divided into various step-wise sections. These sections will be titled: Nature of Pedagogy Content Knowledge (PCK), the Model of PCK, Measurement of PCK and Contexts for Studying PCK. The data obtained will be analyzed through the T-test method to determine the probability from which one can draw a conclusion on whether it's pedagogical, general knowledge or abstract thinking (Gess-Newsome 3).

### **The Methodology's Effectiveness**

According to Borowski (2011), the pedagogical Content Knowledge of (JANET CARLSON, JULIE GESS-NEWSOME) can be determined by the use of the various stepwise divergences as listed above (Borowski 5). It can also be observed that the nature of their PCK was knowledge based. Secondly, their Model can show their ability to link teaching strategies to student learning; therefore resulting in an elaborate understanding of the variations in a student's understanding of concepts (Craig 24). Thirdly, a combination of their PCK's measurement with that of the Context will show those teachers with stronger knowledge bases capable of improving student learning. The Results when analyzed by the use of MFTB scores, we will be able to determine the mean, probability and standard deviation (Fischer 440). We therefore arrive at the conclusion that this method will be effective since we can evaluate any positive and significant gains in all of the knowledge bases across the program (Wang 11).

### **Participants Consent**

The principals of the various primary schools will be contacted and requested for their participation. For them who will be willing, privacy forms will then be given to both the participating teachers and the guardians of the children after a thorough brief about the study. The participants will be expected to understand the consent form and sign it voluntarily; the participant will also be allowed to withdraw from the study at any time.

### **Potential Procedures which may cause distress**

The study may incorporate questions touching on personal issues. In addition, we will also be working with children; minor participants are a sensitive issue hence this will be

considered a potential hazard to the study. To address these issues we will ensure that in no circumstance whatsoever will a student and or teacher be coerced into participation (Higgins 39).

### 1. Study Involve Potentially Security sensitive material?

No, it does not involve any Potentially Security Sensitive Material

### 2. Plan of Work

The project should take a scope of about one year.

April 2017	<ul style="list-style-type: none"> <li>• Research proposal submission</li> </ul>
May- July 2017	<ul style="list-style-type: none"> <li>• Questionnaire Development and Stationary Purchases</li> <li>• Data Collection</li> </ul>
August 2017	<ul style="list-style-type: none"> <li>• Data Analysis and Results consultation with the supervisor.</li> </ul>
September 2017-November 2017	<ul style="list-style-type: none"> <li>• Final Report Drafting,</li> <li>• Final Report Copy</li> </ul>
December 2017	<ul style="list-style-type: none"> <li>• Handing in of the final copy</li> </ul>

## References

- Gess-Newsome, J., Taylor, J. A., Carlson, J., Gardner, A. L., Wilson, C. D., & Stuhlsatz, M. A. M. Teacher pedagogical content knowledge, practice, and student achievement. *International Journal of Science Education*, 1–20 retrieved from <https://doi.org/10.1080/09500693.2016.1265158>. 2017.
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