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Pedagogical Content Knowledge of Accounting Students Teachers: Do They Have Sufficient Knowledge of Content and Students?

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Abstract

The aim of this paper is to investigate Accounting student's teachers' knowledge content and students. Knowledge of Student is defined as teacher's knowledge about the students' conception and misconception on limit of function material and teacher's ability to cope with students' difficulty, mistake, and misconception. Central to these tasks is knowledge of common student conceptions and misconceptions about Accounting content and methods to eliminate the difficulties and misconceptions. Ten Accounting students' teachers enrolled in micro-teaching course participated in the study. Interviews and lesson presentations were employed to collect data. The data indicated that student's teachers had problem in recognizing the source of students' misconceptions and error. Student teachers also found difficulty in finding effective ways to minimize those misconceptions and mistakes. Interview data revealed that pre-service teachers frequently failed to recognize students' misconception due to lack of conceptual knowledge of Accounting. Moreover, student teachers had issues in generating effective teaching strategies as they had limited knowledge of content and students. The result of this research shows that student teacher's inability to analyzing the cause of students' difficulty, mistake, and misconception. Student teachers tended to overcome the students' difficulty, mistake, and misconception by re-explaining the procedure of question completion which is not understood by the students.

misconceptions

and

error

Keywords: Pedagogical Content Knowledge, Accounting students, teachers' knowledge content and students, strategies