Mind the gap! Finding and defining two challenges of training Norwegian HS PSTs in Computational Thinking

Hannah C. Sabo¹, Tone Fredsvik Gregers², Tor Ole B. Odden¹

¹: Center for Computing in Science Education, Department of Physics, University of Oslo, 0316 Oslo, Norway
²: Center for Teaching and Learning in Science, Faculty of Mathematics and Natural Sciences, University of Oslo, 0316 Oslo, Norway

Finding the gap

Context and Methods

- CT added to Norwegian K-12 standards [1]
- Need to prepare teachers for this new content
- Investigating challenges of training HS PSTs to integrate CT into their teaching

High school (HS) math & science PST program
- Dual-track program
  1. Subject courses
  2. Pedagogical courses
- Interviewed 3 PSTs
- Thematic analysis [2]

Defining the gap

Knowing how to teach CT

Knowing about CT and its standards

Camilla math & physics PST

Kristoffer physics & math PST

Learning computational science

Teaching CT in math/science subjects

We discussed that [the CT standards were] coming in as they were introduced. So, it was sort of like, how much programming are they going to know at each stage? ...But not that much about directly about how to teach it.

There was several times that I felt that the programming we did in the later physics courses was nice to work with, but that was way above what we’re supposed to teach.

How can we help pre-service teachers cross these divides?

1. Opportunities in teaching methods courses to connect upper division computational science to the high school level content that they’ll be teaching.
2. Providing PSTs with computational thinking-specific pedagogy in teaching methods courses.

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Citations