

Original Article

## An Analysis on the Acquisition of Teacher Knowledge Through Narrative Inquiry Based on the Model of Kohler and Mishra

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### Introduction

Teachers in order to become a professional, must acquire the appropriate professional competencies and be constantly refining them. The teacher's professional competencies are divided into three sections: content knowledge, educational knowledge and technological knowledge. Narrative inquiry is one of the approaches to teacher professional development that is based on research, experience and thoughtful.

### Method

The purpose of this study was to investigate the knowledges acquired by student-teachers through narrative inquiry based on the model of Kohler and Mishra. This research was conducted qualitatively using phenomenological method. Through purposive sampling, a group of student-teachers in the field of primary education at Farhangian University (Teacher Training University) were selected as the research sample. The narrative inquiry curriculum for this group was conducted for one semester and at the end, their experiences were examined through semi-structured interviews. Also, narrative inquiry projects performed by students were analyzed and the necessary information was extracted from them. In order to analyze the data, was used of the thematic analysis method.

### Results

Findings showed that student-teachers through narrative inquiry and based on the model of Kohler and Mishra were able to gain content knowledge (knowledge about the concepts and content of textbooks); Pedagogical knowledge (knowledge about teacher knowledge, knowledge about teacher personality, knowledge about teacher research, knowledge about educational

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psychology, knowledge about school structure); Pedagogical content knowledge (knowledge about the methods and techniques of teaching content lessons, knowledge about the teaching strategies of content lessons, knowledge about the facilitators of teaching content lessons); Technological knowledge (knowledge about new technologies); technological pedagogical content knowledge (knowledge about the integration of technology in teaching content lessons).

### **Discussion**

To explain the research findings, it can generally be stated that involving student-teachers in the developmental activities based on narrative inquiry is an interesting task which changes the roles of student-teachers from information receivers to the creators of curriculum and active knowledge makers. Through a research-centered approach, student-teachers can be involved in a type of learning which lets them think and ponder. Thinking and pondering results in perception and then action.

**Keywords:** Teacher knowledge, content knowledge, educational knowledge, technological knowledge, Kohler and Mishra model, narrative inquiry.

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