



Conocimiento didáctico del contenido sobre el principio de Arquímedes en un programa de formación de profesores de Física en Colombia [

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Analítica

Abstract: This study shows the characterization of pedagogical content knowledge (PCK) regarding Archimedes' Principle in the context of flotation. The sample consisted of 21 pre-service physics teachers upon their completion of a course in fluid mechanics. As a measuring instrument, the content representation matrix (CoRe) was used to capture the PCK. The results indicate low knowledge of content, since most of the participants believe that buoyancy depends on the position of the submerged object. On the other hand, 57% of the future physics teachers opt for PCK that is close to an intermediate tendency in teaching, 24% describe an eclectic PCK, and 19% focus on PCK centered on traditional tendencies. PCK models are related to the degree of importance and confidence that future teachers perceive in their own knowledge for teaching Archimedes' principle

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