

Abstract**SELECTED TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE
OF THE TRANSATLANTIC SLAVE TRADE (TST)***Sandra Ingrid Gift*

This study presents teachers as the main source of students' content knowledge of the TST. It investigates what content knowledge teachers in secondary schools, in select parts of the Atlantic world, communicate to students; what informs the approaches they employ in their teaching; and how students respond to this knowledge at the affective level. The findings of the study are intended to serve as a contribution to teacher education for enhancing teachers' pedagogical content knowledge of the TST.

This phenomenological case study examines selected teachers' pedagogical content knowledge of the Transatlantic Slave Trade (TST) and some of its emotional dimensions. A thematic approach is used to discuss the historiography of the TST, as presented in certain texts used by these teachers and as organized for classroom teaching.

Three geographic sites: the Americas/Caribbean, Africa and Europe, provide the broad context of the study. The UNESCO Slave Route Project and Transatlantic Slave Trade (TST) Education Project serve as its programmatic background. The conceptual framework for the interpretation of the findings relies heavily on Shulman's (1987) concept of pedagogical content

knowledge, its emotional dimension as elaborated upon by Jerry Rosiek (2003) and Nate McCaughtry (2004); concepts of human development as proposed by the UNESCO International Commission on Education for the Twenty-first Century, and Lorrie Shepard's (2000) reformed vision of the curriculum.

Interviewing techniques and the close empirical analysis of historical texts and other documents were the main tools of data collection. The focus is on teachers' narratives and their meanings, with an objective of presenting an understanding of teachers' epistemic and pedagogical challenges.

The significance of the study resides in the insights identified with respect to teachers' reasoning and action in presenting the TST. It highlights the importance and challenges of teaching the TST, and the implications these hold for effectively comprehending the evolution of human development.

Keywords

Sandra Ingrid Gift, Transatlantic Slave Trade, slavery, UNESCO Associated Schools Project Network (ASPnet), pedagogical content knowledge, emotional dimensions of pedagogical content knowledge, teacher education, reformed vision of the curriculum, human development.