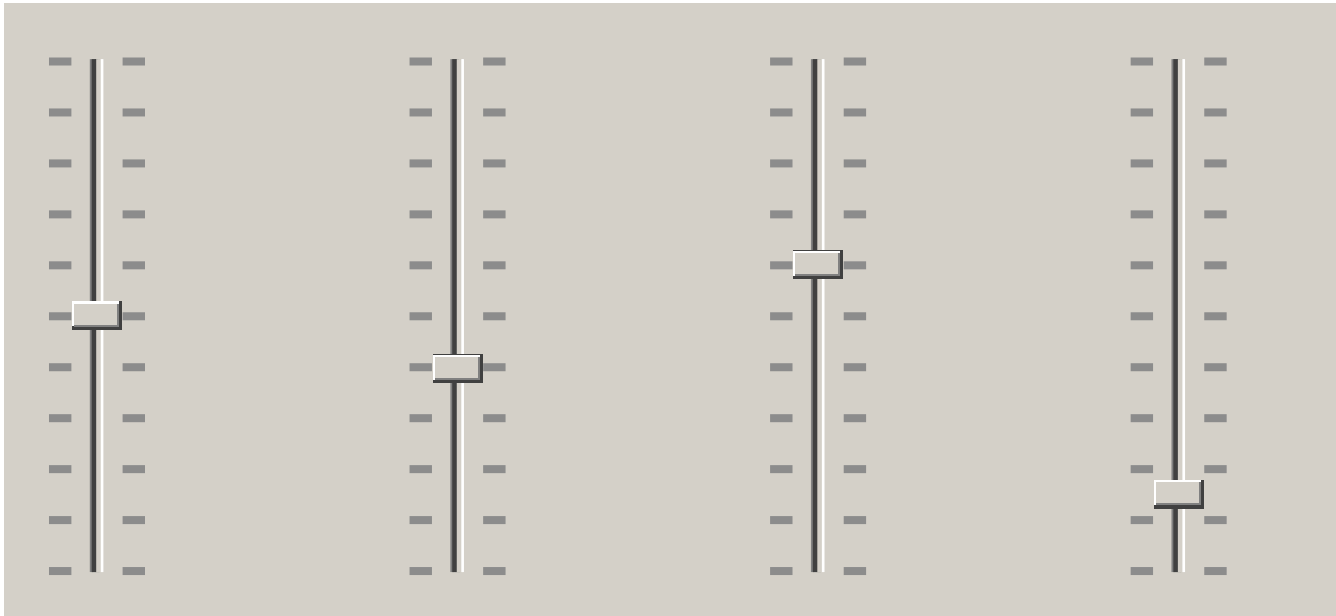
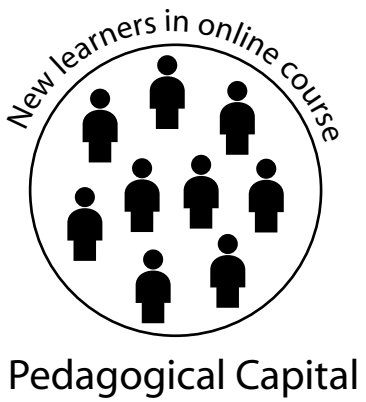
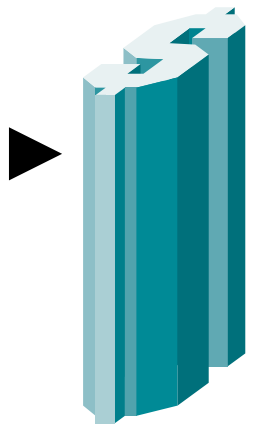
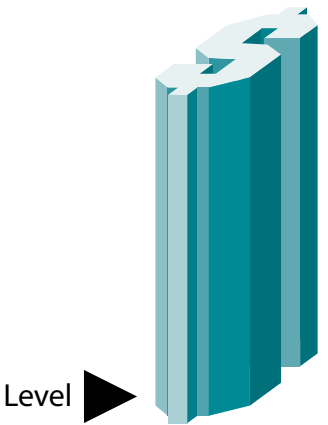


Pedagogical Capital = defined as "..."



As learner perceptions of these elements change, the level of pedagogical capital can rise, creating a path to the development of trust.



Trustworthiness

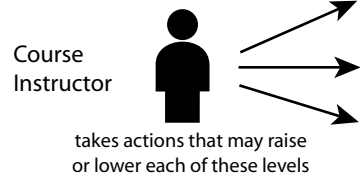
Credibility

Content Knowledge	Pedagogical Knowledge	Relationship	Context (External)
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- Expertise and modeling of subject matter (technical - more narrow in nature)
- Modeling of the role I aspire to (has this person "walked in the shoes" of this position?)
- Knows how to teach - takes particular actions to engage with learners and demonstrates the ability to deliver quality instruction
- Produces high quality instructional plans and materials that are appropriate to the learning context
- Demonstrates particular "human" qualities, to include modeling characteristics in the larger sense such as caring, trustworthiness, etc.
- Understanding learners as individuals and as a group and responds accordingly to their unique needs
- Is this class required for the program or credential I seek, or does it otherwise meet my specific needs?
- Is the setting for and the offering of this class appropriate for the content of the course? For my own unique needs?

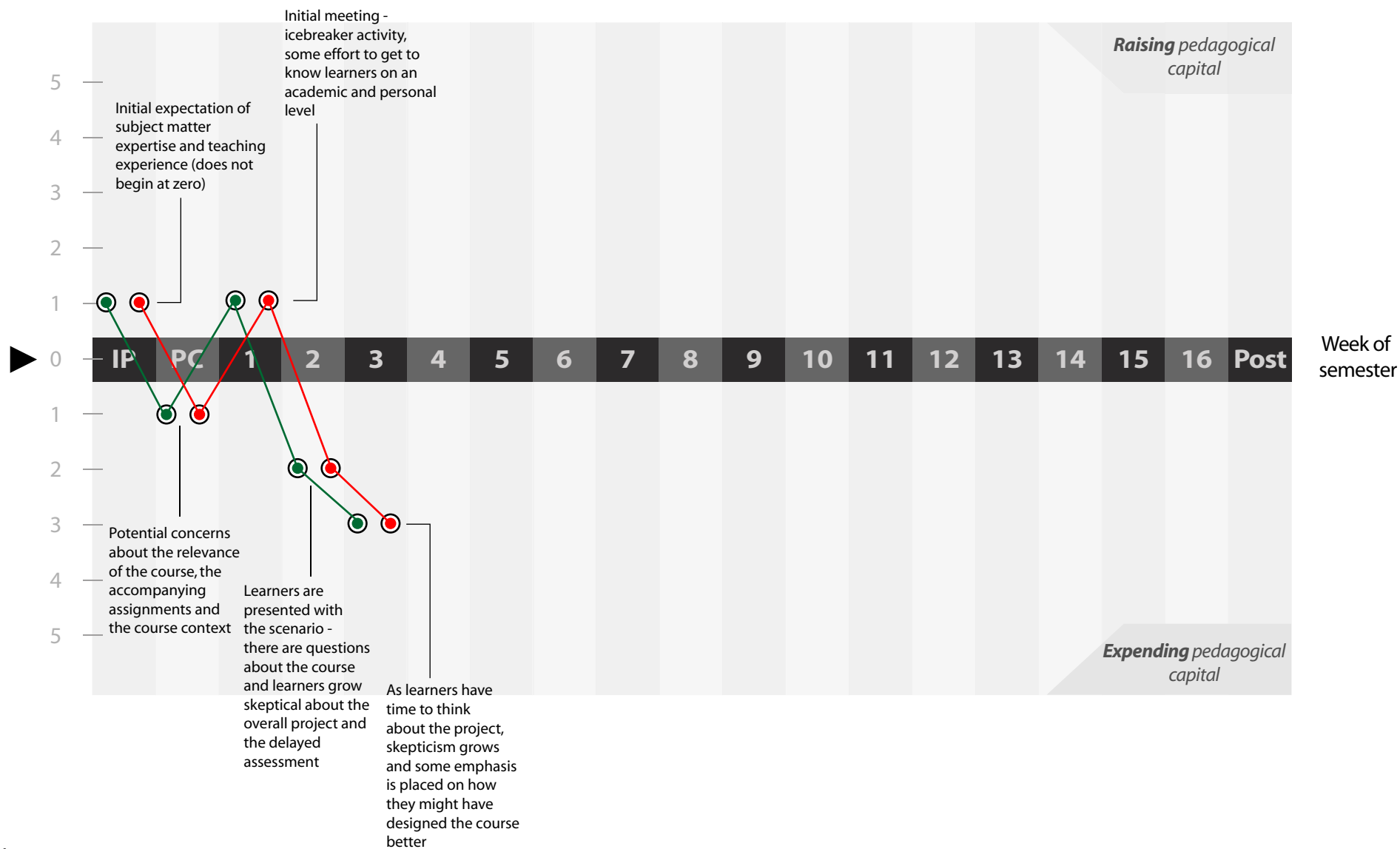
Course Beginning

Course End



Instructor actions might **raise** or facilitate the need to **expend** pedagogical capital

Anatomy of a single course experience - IT 5160 (Fall 2005)



Legend

● = Individual capital

● = Team (group) capital

● = Class capital

IP = Initial perceptions of the instructor (prior to course start)

PC = Pre-course perceptions (taking into account any pre-course interactions from instructor)