Dear Editor Prof. Dr. Wilfried Admiraal,

We are pleased to submit an original research article titled “*The pedagogical content knowledge (PCK) of a chemistry student teacher: an experience in pre-service education*” for consideration for publication in the International Journal of Research in Education and Science (IJRES). In this article, we seek to analyze the development of the PCK of a Chemistry student teacher, from a university in southern Brazil, in carrying out teaching activities in the Supervised Internship. The theoretical basis adopted in this study was PCK theory proposed by Shulman (1986, 1987). During the planning and development of Chemistry classes, we realized that the development of the student teacher’s PCK was supported by knowledge of the content, and after the classes were taught, her PCK was presented through a reflective process that gave rise to five categories: Learning, Participation, Planning, Teacher-Student Interaction and Pedagogical Content Mediation, particularities which were part of the student teacher’s PCK and were expanded by the validation of the practice itself.

We believe that this manuscript is appropriate for publication in the International Journal of Research in Education and Science because we understand that the results of this research, in addition to reiterating the importance of the Supervised Internship for the construction of knowledge for teaching during pre-service teacher education, presents an education path that contributed to the development of pedagogical content knowledge and consequently to the professionalization of student teachers.

This manuscript has not been published and is not under consideration for publication elsewhere. We have no conflicts of interest to disclose.

Thank you for your consideration!

Sincerely,

The authors