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needed by a teacher for effec-tive technology integration. The combination of technology with pedagogy in a particular subject area must take into account the dynamic intersections such as TPK (technological pedagogical knowledge), PCK (pedagogical content TPACK is an emergent form of knowledge that goes beyond all three "core" components. Technolo gical pedagogical content knowledge is an. The paper begins with a brief introduction to the complex, ill structured nature of teaching This paper describes a teacher knowledge framework for technology integration called technological pedagogical content knowledge (originally TPCK, now known as TPACK, ers' development of TPACK. Three main bodies of knowledge - technological TPACK is a framework that focuses on the complex interactions between a teacher's knowledge of content (CK), pedagogy (PK), and technology (TK). (or TPACK for short), that describes the kinds of knowledge needed by a teacher for effec-tive technology integration. (Keywords: TPACK, instrument development, preservice teachers) The purpose of this study was to develop and validate an instrument designed to measure preservice teachers' self-assessment of their Technological Pedagogi-cal Content Knowledge (TPACK) and related knowledge domains included in the framework reluik, Tae Seob Shin, and Charles R. Graham AbstractIn this chapter, we introduce a framework, called technological pedagogical content knowledge (or TPACK for short), that describes the kinds of knowledg. understanding that (content, pedagogy, and technology). of technology within teaching. The TPACK framework emphasizes how the connections among teachers In this paper, we present Technological P edagogical Content Knowledge (TPACK) as a framework for the integration. The TPACK framework emphasizes how the connections Tags TPACK is a model that proposes the use of technological, pedagogical and content knowledge to achieve an adequate integration of ICT in the teaching-learning process TPACK is a framework that focuses on the complex interactions between a teacher's knowledge of content (CK), pedagogy (PK), and technology (TK) TPACK by teachers is critical to effective teaching with technology.

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