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TPACKing: a constructivist framing of TPACK to analyze teachers' construction of knowledge.

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Summary: The Technological Pedagogical Content Knowledge (TPACK) framework is a commonly used conceptual tool in studies that consider technology integration into classrooms. Although the framework identifies categories of knowledge, it is limited due to its static classification of knowledge. The proposed TPACKing framework instead uses TPACK as a starting point for analyzing a teacher's knowledge construction practice. This qualitative multiple-case study uses the active understanding of TPACKing to illuminate differences in the processes of teachers previously identified as having TPACK. Teachers' TPACKing processes were mediated by individual pursuit of technological knowledge, the inclusion (or exclusion) of information from contextual interactions, and the pedagogical assumptions in the technological tool. These findings point to the relevance of the TPACKing lens and its use in analyzing teacher practice. The focus on knowledge construction may be useful when working with in-service teachers to provide learning opportunities related to technology integration.

Classification: C39 U70 D40

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