Technological Pedagogical and Content Knowledge: A Review of Empirical Studies Published From 2011 to 2016

# Details

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## Topics

## Sample

107 peer-reviewed journal articles concerning the use of TPACK in empirical studies published from 2011 to 2016.

## Implications For Educators About

## Implications For Stakeholders About

Researchers

# Abstract

Technological Pedagogical and Content Knowledge (TPACK) has been introduced as a conceptual framework for the knowledge domains teachers need to master to teach successfully using technology, and has drawn much attention across the educational field. Yet, the framework has been criticized for not being practically useful, due to inaccurate and insufficient definitions. To better understand the critics and the usefulness of the framework, an investigation of how the framework has been applied to show teacher TPACK is needed. This study is a systematic literature review of 107 peer-reviewed journal articles concerning the use of TPACK in empirical studies published from 2011 to 2016. The study supplements previous review studies with more recent work on general characteristics of TPACK studies as well as contributes an analysis of how the framework has been applied to identify teacher TPACK in recent literature. Findings show a variety of approaches and instruments to examine teacher TPACK. Most common is to identify teacher TPACK via self-reporting, while performance evaluations of teaching activities are rare. Additionally, the ways TPACK is operationalized as a measuring instrument are often implicit and make comparison of results difficult. Future directions for research are discussed.

# Outcome

"...studies still mainly focus on examining teacher TPACK from the perspective of knowledge rather than competence.... Additionally, the studies vary significantly in the way that TPACK is operationalized." (Author, 338-339)