



Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators

From Brand: Routledge



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Published by Taylor & Francis Group for the American Association of Colleges for Teacher Education

This *Handbook* addresses the concept and implementation of technological pedagogical content knowledge -- the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas. Recognizing, for example, that effective uses of technology in mathematics are quite different from effective uses of technology in social studies, teachers need specific preparation in using technology in each content area they will be teaching. Offering a series of chapters by scholars in different content areas who apply the technological pedagogical content knowledge framework to their individual content areas, the volume is structured around three themes:

- What is Technological Pedagogical Content Knowledge?
- Integrating Technological Pedagogical Content Knowledge into Specific Subject Areas
- Integrating Technological Pedagogical Content Knowledge into Teacher Education and Professional Development

The *Handbook of Technological Pedagogical Content Knowledge for Educators* is simultaneously a mandate and a manifesto on the engagement of technology in classrooms based on consensus standards and rubrics for effectiveness. As the title of the concluding chapter declares, "It's about time!"

The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of higher education institutions and related organizations. Our mission is to promote the learning of all PK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel. For more information on our publications, visit our website at: www.aacte.org.

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Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators From Brand: Routledge Bibliography

- Sales Rank: #1164747 in Books
- Brand: Brand: Routledge
- Published on: 2008-01-16
- Original language: English
- Number of items: 1
- Dimensions: 9.02" h x .69" w x 5.98" l, .97 pounds
- Binding: Paperback

- 332 pages

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Editorial Review

Review

"Academics and educators who are interested in the thorny problem of technology infusion will find the handbook to be a useful resource...Instead of advocating the use of technology for its own sake, the handbook proposes a more nuanced and thoughtful approach that maintains a focus on effective learning. Taken together, the chapters of the book suggest valuable new approaches for schools of education. The book is highly recommended for both teacher educators and researchers in the field of educational technology."--**Jim Hewitt, *Canadian Journal of Science, Mathematics, and Technology Education* (2008), 8 (4): 355-360**

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