REIMAGINING DIGITAL CLASSROOM: TPACK FOR TRANSFORMATIVE LEARNING

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Preface

Education has always been a living, evolving practice-one that responds to the needs of learners, the demands of society, and the possibilities offered by new tools and ideas. Today, we stand at a moment when digital technologies have moved from being supplementary aids to becoming central features of teaching and learning. Classrooms are no longer defined solely by physical walls and chalkboards. They extend into virtual spaces, mobile devices, interactive platforms, and collaborative networks. This transformation invites us not merely to adopt technology, but to reimagine what teaching and learning can become in digitally enabled environments.

Reimagining the digital classroom TPACK for transformative learning emerges from this imperative to rethink education thoughtfully and purposefully. The book is grounded in the belief that technology alone does not transform education. Transformation happens when technology is integrated seamlessly with sound pedagogy and deep content knowledge-when teachers are empowered to use digital tools not as replacements for their expertise, but as extensions of it.

The TPACK framework technological pedagogical content knowledge-provides a conceptual foundation for this integration. It reminds us that effective teaching with technology requires more than technical skill. It demands an understanding of how technology can enhance specific pedagogical approaches, how it can illuminate particular content areas, and how these three dimensions interact dynamically in real classroom contexts. TPACK is not a formula to be applied mechanically; it is a way of thinking that encourages teachers to be deliberate, reflective, and adaptive.

However, reimagining digital classrooms goes beyond frameworks and models. It requires us to ask deeper questions

about the purposes of education in a rapidly changing world. What does it mean for students to be engaged, not just occupied? How do we measure learning in ways that honour complexity and depth rather than reducing understanding to simplistic metrics? How can digital tools foster motivation and emotional connection rather than distance and alienation? And perhaps most importantly, how do we ensure that technology serves all learners equitably, including those in under-resourced settings, those with diverse abilities, and those from marginalized communities?

This book addresses these questions through multiple lenses. It brings together theoretical insights, empirical studies, practical strategies, and critical reflections from educators, researchers, and practitioners who are actively engaged in reimagining digital education. The chapters are organized into four interconnected sections, each exploring a different dimension of transformative learning in digital classrooms.

The opening section focuses on TPACK-informed pedagogical practices and teacher development. Here, the emphasis is on the centrality of teachers as agents of change. Teachers are not passive recipients of technology mandates; they are professionals who adapt, localize, and innovate. The chapters in this section explore how teachers develop their TPACK competencies, how they exercise agency in selecting and customizing digital tools, and how institutional support and professional development can enable them to lead transformation rather than merely respond to it. From rethinking TPACK in context-sensitive ways to exploring collaborative pedagogies where artificial intelligence becomes a co-teacher, these contributions highlight that teacher empowerment is foundational to meaningful change.

The second section shifts attention to learning outcomes and cognitive engagement. One of the persistent challenges in

digital education is ensuring that technology enhances deep learning rather than encouraging superficial engagement. It is easy to mistake activity for learning, to confuse the novelty of digital tools with genuine cognitive growth. The chapters here examine how digital classrooms can move beyond content delivery to foster critical thinking, problem-solving, creativity, and meaningful understanding. They explore assessment practices that capture cognitive engagement, pedagogical designs that promote active learning, and systemic approaches that prioritize equity and social justice in educational access and outcomes.

The third section delves into empowerment, motivation, and integrated artificial intelligence applications. Digital tools have tremendous potential to support students' emotional well-being, to personalize learning pathways, and to create culturally responsive educational experiences. Yet this potential is realized only when technology is designed and implemented with attention to students' identities, backgrounds, and needs. The chapters in this section offer diverse perspectives on how digital interventions can motivate learners, how AI can be harnessed for personalization without eroding human connection, and how culturally responsive practices can be embedded into technology-mediated learning. Together, they affirm that technology must be humanized—that its ultimate purpose is to serve learners as whole persons, not just as data points or test scores.

The final section explores advanced applications and future directions in digital education. Education is not static, and neither are the challenges and opportunities that digital technologies present. These chapters look toward emerging possibilities: specialized applications in fields like biotechnology, critical interdisciplinary perspectives that challenge conventional assumptions, and case studies from

diverse educational settings that reveal what contextualized implementation looks like in practice. They invite readers to think beyond current constraints and to imagine what education could become when digital tools are used not merely to replicate existing practices, but to enable entirely new forms of learning and teaching.

This book is intended for a wide audience. Teachers seeking practical strategies for integrating technology meaningfully into their practice will find concrete examples and research-based approaches. Teacher educators and professional development facilitators will discover frameworks for supporting educators in developing their TPACK competencies. Educational researchers will encounter empirical studies and theoretical reflections that advance scholarly conversations about digital pedagogy. Policymakers and institutional leaders will gain insights into the systemic conditions necessary for successful digital transformation. And students of education-whether in formal programs or lifelong learners will find rich material for understanding the complexities and possibilities of contemporary educational innovation.

We do not claim to offer final answers. Education is too dynamic, too contextual, and too human for simple solutions. Instead, this book aims to provoke reflection, inspire experimentation, and encourage dialogue. Reimagining digital classrooms is not a one-time project; it is an ongoing process of questioning, learning, adapting, and improving.

As editors and contributors, we believe deeply in the potential of technology to enrich education-but only when it is guided by thoughtful pedagogy, informed by robust content knowledge, and grounded in respect for learners and teachers. The TPACK framework provides one valuable lens for this work, but frameworks alone are insufficient. What ultimately matters is

the commitment to making education more engaging, more equitable, more meaningful, and more transformative.

We hope this book contributes to that commitment. We hope it encourages educators to see themselves as designers and innovators, not just users of technology. We hope it reminds policymakers that infrastructure and devices are not enough-that investment in professional development, local customization, and culturally responsive design is equally essential. And we hope it inspires learners to see digital tools not as barriers or distractions, but as bridges to deeper understanding, creative expression, and meaningful participation in a rapidly changing world.

Reimagining the digital classroom is both a challenge and an invitation. It asks us to let go of assumptions, to experiment with new possibilities, and to keep learners at the heart of everything we do. If this book supports that work in any way, it will have fulfilled its purpose.

Best Regards
Editors

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CHAPTER-5

TPACK INFORMED TEACHING PRACTICES: BRIDGING TECHNOLOGY, PEDAGOGY AND CONTENT

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Abstract

There is nothing more important for quality education than effective teaching. In today's technology driven world, teachers need to adopt techno-pedagogy for teaching with technology or fostering technology-enabled learning. Techno-pedagogy enables the teachers to enhance or to change the experience of education and transforms the teaching-learning process to provide rich, diverse, and flexible learning opportunities to the digital native students. However, simply adding digital tools to traditional instruction is insufficient so, to address the complexities of teaching with technology The TPACK Model or technological pedagogical content knowledge model was designed. The TPACK is a framework that identifies the knowledge teachers need to teach their subjects effectively with technology. At the core of the TPACK framework is the complex interplay of content, pedagogy, and technology, three prime knowledge bases.TPACK-informed practices involve selection and integration of technology in ways that align with content goals and pedagogical approaches.TPACK-informed teaching practices bridge technology, pedagogy, and content by ensuring that each component must complements the others to create cohesive and effective learning experiences. It guides educators through a reflective process during lesson planning. Teachers can foster deeper understanding and engaging learning experience through thoughtful selection of technologies that enhance content delivery and align with pedagogical strategies. This chapter will not only focus on the theoretical concept of TPACK, but will also answer the question that how TPACK can be used for informed teaching practices. The chapter will enable the readers to bridge the components of TPACK effectively in their instructional planning, by citing specific examples, so that they can assess how technologies can

transform content representation and pedagogical methods which will lead to more student-centred, engaging, and contextually relevant learning experiences.

Keywords: Techno-pedagogy, TPACK, Teaching Practices, Technology, Pedagogy and Content

Introduction

'Pedagogy', as an art-science of teaching, has always been in the core of education. With the advent of the technological era, pedagogy has gone beyond the classroom and has joined hand to technology to transcend the content to students. According to, Connors (2017) Techno-pedagogy is defined as, "Electronically mediated courses that integrate sound pedagogic principles of teaching/learning with the use of technology". Thus, Techno-pedagogy can be viewed as a deciding factor for the successful transaction of different subjects to a group of diverse students mediated by technology and fabricated in the art of teaching for the process of learning. To maximize ease and remove ambiguity in the transmission of knowledge a cognizant recognition of the facilitated learning environment is a must. As it creates an environment out of which the teacher and student co-construct and creates knowledge together rather than just moving in the "top-down approach". The dynamics of classroom changes when technology becomes an inclusivecomponent of the regular learning environment. To have successful technology-enabled learning, it is important to have aknowledge, understanding and skills to apply technology in appropriate ways and the knowledge of pedagogy to integrate the technology in the teaching-learning process. There are many models in education that work to bring technology and pedagogy together; among them the Technological Pedagogical and Content Knowledge Model or The TPACK model is the most effective and commonly used models. Since its inception, it is being widely implemented and accepted model in teacher

professional development, research, and practice. It has been evolved from conceptual foundations to empirical measurements and interventions.

The TPACK Model

The Technological Pedagogical Content Knowledge (TPACK) Model is a framework developed collaboratively by the academicians in quest of conceptualization and simplification of the competencies that evolved from the weaving of pedagogy and technology. The model creators believed that "effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic; the relationship between three components of knowledge situated in unique contexts. Your context is complicated and specific to the individual teachers, grade level, school-specific factors, demographics, culture, and other factors because every situation is unique and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching" (Koehler, 2012). It's a framework that identifies the knowledge teachers need to teach their subjects effectively with technology. TPACK is a conceptual model that integrates technology, pedagogy, and content knowledge and emphasizes on the interplay between these elements to create meaningful learning experiences.

The TPACK Model: Historical Development and Origins

The TPACK model emerged in the early 2000s when educators recognisethe need for a theoretical basis to guide technology integration in education. It builds directly on Lee S. Shulman's important work on Pedagogical Content Knowledge (PCK), which Shulman (1986) described as the amalgamation of content and pedagogy into an understanding of how topics are organized, represented, and adapted for diverse learners. Effective teaching does not require only subject matter expertise or general teaching methods; it demands a specialized form of

knowledge that transforms content for instructional purposes (Shulman, 1986).Mishra and Koehler extended the idea of Shulman and incorporated technology as a third core element. They recognized that technologies and digital tools introduce new affordances and constraints that reshape both content representation and pedagogical strategies (Mishra & Koehler, 2006). While working on a five-year design experiment at Michigan State University, they observed how educators developed expertise in using technology for teaching. Firstly, the framework was introduced in 2006 as Technological Pedagogical Content Knowledge (TPCK), with subsequent refinements emphasizing its practical applications in teacher education (Mishra & Koehler, 2006). However, to bring clarity and give emphasis to the integrated nature of the knowledge domains they later renamed it as TPACK (Koehler & Mishra, 2009).

This framework addresses the complexities of teaching with technology, according to Koehler (2012), "Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts."The creators of this model recommends that instructors should not add technology to the teaching-learning process just because they have to; rather they should consider their unique contexts about grade-level, demographics, culture, subject, course, nature, and scope of content, and other related specific factors before adopting and integrating any specific technology in their pedagogy.Teachers must understand the dynamic interactions between content, pedagogy, and technology to create meaningful learning experiences (Mishra & Koehler, 2006).

In 2019, Mishra proposed an updated version of framework and included Contextual Knowledge (XK) in the previous version of TPACK. Contextual Knowledge (XK) highlightssituational factors like school policies and available resources that influence the application of TPACK (Mishra, 2019).

The TPACK Model: Core Components

At the core of the TPACK is the complex interplay of content, pedagogy and technology, three prime knowledge bases**.** TPACK is visualized as a Venn diagram with three overlapping circles representing the primary knowledge domains: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). This model goes beyond and sees them in isolation too and emphasizes on the four additionaltypes of knowledge bases that lie at the intersections between them i.e. Pedagogical-content knowledge, technological-content-knowledge, technological-pedagogical-knowledge, and concludes in TPACK at the centre, at the intersection of all three circles: technological-pedagogical-content–knowledge. Thus, providing seven knowledge bases that teachers may apply to teach with technology. These components do not exist in isolationrather they exist in a "dynamic transactional relationship," where changes in one domain necessitate adjustments in others (Koehler & Mishra, 2009).

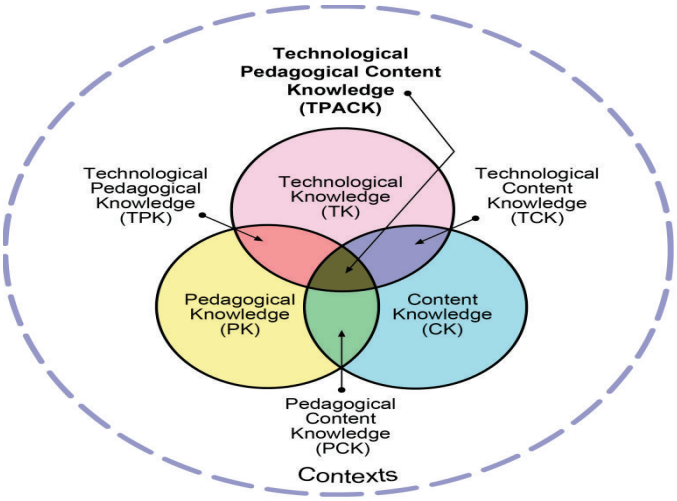

Figure 1 : The TPACK Model
Source: www.tpack.org

Let us discuss these knowledge bases, their intersections and integrated knowledgein brief-

(A). Prime Knowledge Bases: The TPACK model has three primary knowledge domains which are Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK).

1. *Content Knowledge (CK):* This refers to the deep understanding of teachers about the subject matter, e.g., math, science, literature etc. whatever they teach. It includes concepts, theories, organizational frameworks, and established practices within a discipline (Shulman, 1986). For example, in science, CK includes knowledge of facts, theories, and inquiry methods. Mishra and Koehler (2006) emphasize that CK forms the foundation for all other domains, as technology and pedagogy must align with accurate content representation.

2. *Pedagogical Knowledge (PK):* This involves broad knowledge of the art and science behind the teaching and learning processes, such as instructional strategies, classroom management, lesson planning, methods of assessment, and theories of learning (e.g., cognitive, behavioural, and developmental theories). Koehler and Mishra (2009) describe PK as essential to promote student learning which also includes adaptations according to diverse needs of learners and foster learner's engagement through methods like scaffolding, inquiry-based approaches etc.

3. *Technological Knowledge (TK):* TK includes skills and understanding related to both traditional and emerging tools &technologies e.g., software, apps, devices. It involves the practical knowledge about how to operate tools, adapt them for various purposes, and recognize their developing nature. Koehler and Mishra (2009) considered TK with "Fluency of Information Technology" (FITness), which goes beyond basic

digital literacy andincludes problem-solving with technology.It enables teachers to adapt and apply technology in such a productive way so that the learning goals could be achieved effectively.

(B) Intersections and Integrated Knowledge- The power of TPACK lies in the intersections, which represent specialized knowledge arising from the interplay of the core components

1. *Pedagogical Content Knowledge (PCK):* it, builds on Shulman (1986), is the transformation of content for teaching. It involves teaching specific content effectively using appropriate methods i.e. presentation of content, its adaptations according to the prior knowledge of student, and solvingtheir problems and misconceptions. It links curriculum, assessment, and pedagogy to make sure that content is accessible and engaging for the learners (Koehler & Mishra, 2009).

2. *Technological Content Knowledge (TCK):* This is the understanding of teacher that how technology influences the content and how is technology influenced by the content.Mishra and Koehler (2006) highlighted that TCK helps teachers to select and use technologies that accurately and innovatively represent content. For example- use of simulations to represent scientific phenomena or digital tools to transform disciplinary knowledge in physics.

3. *Technological Pedagogical Knowledge (TPK):* it involves the knowledge and understanding of teachers that how technology can enhance or constrain pedagogical practices. Specifically, the understanding to use technology so that teaching strategies could be enhanced; such as use of interactive whiteboards for collaborative learning or repurposing a software to achieve educational goals. Koehler and Mishra (2009) pointed out that TPK requires teachers to consider the affordances of

technology as it enables them toreorganize teaching strategies for effective learning.

4. *Technological Pedagogical Content Knowledge (TPACK):* At the core where all three overlap, TPACK is the integrated knowledge that emerges from the interactions of CK, PK, and TK.It enables teachers for context-specific, effective technology integration. TPACK requires flexible navigation of these elements, understanding representations, pedagogical techniques, and student epistemologies (Koehler & Mishra, 2009). Mishra and Koehler (2006) described TPACK as an essential element for arranging technology, pedagogy, and content into cohesive instruction, often in ill-structured, complex classroom contexts so that teachers may use technology to teach specific content in pedagogically sound ways.

Additionally, Mishra (2019) introduced Contextual Knowledge (XK) as an encircling layer, which accounts for organizational, situational, and cultural factors that places TPACK in real-world settings.

The TPACK Model: Implementation

Implementation of TPACK involves selection and integration of technology in a manner that helps to achieve content goals, complements the pedagogical approaches and most importantly cater the needs of learners keeping in mind the individual differences and level of learners.

1. *Start with Content Goals:* Identify what students need to learn before choosing tools or methods.
2. *Match Pedagogy to Learners:* Select teaching strategies that suit the needs of studentsand matches with content.
3. *Choose Technology Wisely:* Pick tools that enhance both content and pedagogy; instead of using the technology just for the sake of it.

4. *Reflect and Iterate:* After lessons, evaluate how well the technology supported the content and pedagogy and readjust as and when needed.

Figure 2- Implementation steps of TPACK

TPACK fosters professional growth as it encourages teachers to reflect on their practices, which leads to more conscious, strategic, and varied instructional decisions that prioritize intellectual engagement over mere affective appeal (Harris & Hofer, 2011).

The TPACK Model: Bridging the Components

TPACK bridges its components i.e. technology, pedagogy, and content by highlighting how technology can transform content representations and pedagogical strategies to create a "dynamic equilibrium" where changes in one area requires adjustments in the others to provide context-specific and meaningful learning experiences to the learners. This bridging of components promotes flexible and creative teaching practices, as technologies are multi-purpose, continuously evolving, with complex internals which require teachers to constantlyadapt and update (Mishra & Koehler, 2006). These three components work to create foundation and guide to enhance learning experiences as follows-

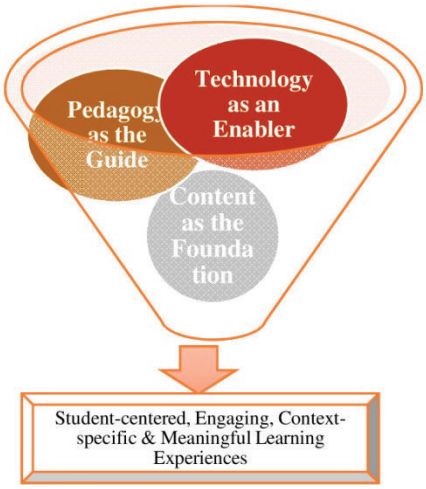

Figure 3- Outcome from Bridging the Components of TPACK

Bridging these components, technology (TK), pedagogy (PK), and content knowledge (CK), TPACK enables teachers to take advantage of digital tools to reframe subject matter and teaching strategiesso that learning could become more interactive, engaging, and personalized, which matches with needs of students and real-world contexts at the same time. Digital technologies significantly transform the content representation and pedagogical methods. Technologies transform content as it provides dynamic, multimodal ways of representations such as visualizations, simulations etc. and enhance pedagogy through active, collaborative, and inquiry-based approaches. This bridging of technology (TK), pedagogy (PK), and content knowledge (CK) creates a shift from traditional teacher-cantered methods to contemporary approaches of teaching and learning.

Transformation of Content Representation with Technologies

Technologies provide new ways to visualize, interact with, and explore subject matter, thus transform content presentation by changing abstract or complex concepts in more accessible and engaging content. It also allows for innovative presentations of

content that go beyond still textbooks andpassive lectures. This transformation aligns with Technological Content Knowledge (TCK), where technology reshapes how content is presented without any need to change the pedagogy initially (Mishra & Koehler, 2006). It may involve-

1. *Dynamic Visualizations and Simulations*- Technologies like simulations or interactive software enable students to use content toidentify and understandbasic principles. For example, in chemistry, CHIME plug-ins enable 3D, rotatable molecular models which transform static diagrams into interactive representations that help students to visualize molecular structures and address misconceptions (Mishra & Koehler, 2006). This makes content more tangible and engaging that foster deeper understanding.

2. *Multimodal Representations*- Digital tools which support diverse formats such as- videos, animations, infographics etc. cater to diverse learning styles. In social studies, teachers can use timeline software like Tiki-Toki to represent historical events interactively.It allows students to explore primary sources and make connections which enhances their engagement with content (Harris & Hofer, 2011). This shifts content from linear stories to interactive explorations.

3. *Real-World Contextualization*- Technologies connect content to real-world applications. For eg., geospatial tools like GeoThentic allow students to analyze geographic data in authentic scenarios which transform abstract concepts of geography into contextually relevant problems (Doering et al., 2009, as cited in Koehler, Mishra, & Cain, 2013).

Transformation of Pedagogical Methods with Technologies

Technologies transform pedagogy as they enable student-centered approaches such as inquiry-based learning, collaboration, and personalized instruction which aligns with

Technological Pedagogical Knowledge (TPK). Koehler and Mishra (2009) emphasize that technologies reshape pedagogical strategies by offering affordances for interaction, feedback, and flexibility;thus, shifting it from didactic, teacher-centered methods.

1. *Facilitates Inquiry-Based Learning:* Tools like interactive whiteboards or apps such as Desmos enable hands-on exploration. In mathematics, Desmos allows students to workon graphs that supports inquiry-based pedagogy where they discover algebraic relationships rather than just memorizing formulas. It fosters active engagement (Rakes et al., 2022).

2. *Promotes Collaboration:* Technologies like Google Docs, Padlet etc. support collaborative pedagogies. For example, in a literature class, students can use Google Docs for real-time collaboration & discussions, which transforms traditional lecture into student cantered discussions.

3. *Personalized and Flipped Learning:* Learning Management Systems (LMS) like Schoology enable flipped classrooms. Here, student access content such as videos at home and engage in active learning in class.

Leading to Student-Cantered, Engaging, and Contextually Relevant Learning

The integration of technology, pedagogy, and content through TPACK creates learning experiences that are-

- *Student-Cantered:* Technologies empower students to take controland leadtheir own learning, such as through project-based tasks or self-paced modules.It makes themactive participant from passive recipient (Leung, Yip, & Li, 2024).
- *Engaging:* Interactive tools like simulations or gamified platforms (e.g., Kahoot, Quizizz) increase motivation as they

make the process of learning dynamic and interactive and address affective engagement (Harris & Hofer, 2011).

- *Contextually Relevant*: Technologies connect content to daily lives of student or local issues, such as using mobile apps for language learning in multilingual settings, it makes lessons culturally and socially meaningful (Biselela, 2025).

The TPACK Model: Informed Teaching Practices

Informed teaching practices using TPACK involve deliberate instructional planning where teachers assess how technologies can transform content representation and pedagogical methods that may lead to more student-centred, engaging, and contextually relevant lessons.This framework shifts the teaching process from technocentric approachesto strategic integration that supports deeper learning, addresses student needs, and adapts to classroom contexts like resources and cultural factors (Harris & Hofer, 2011; Papert, 1987).

TPACK informs teaching practices by guiding teachers through a reflective process during lesson planning. As discussed above, teachers begin with content goals (CK), select appropriate pedagogical strategies (PK), and then choose technologies (TK) that enhance the intersections, such as Technological Pedagogical Knowledge (TPK) to use appropriate tools to facilitate collaboration or Technological Content Knowledge (TCK) to present subject matter digitally (Harris, Mishra, & Koehler, 2009). This results in teaching practices that are flexible and iterative. TPACK can be used to design curriculum-based lessons where technology supports content-specific activities or guide the integration of technology to promote conceptual understanding. There are various ways in which TPACK is used to inform teaching practices. Some of them are discussed here with examples of different subjects.

1. Aligning Technology with Content and Pedagogy

Required Practice: Teacher needs to choose technologies that enhance content delivery and align with pedagogical

goals.Example- In a history class (content), a teacher uses a constructivist approach (pedagogy) asking students to create digital timelines on a platform like Canva (technology) to explore historical events collaboratively. The technology supports the content (historical analysis) and pedagogy (student-centred learning).

Why it works: The tool enhances engagement with content while supporting active learning. It makes sure that technology is not just an add-on but a meaningful part of the lesson.

2. **Contextualized Technology Integration**

Required Practice: It requires teachers to reflecton the learning environment, student needs, and subject matter while selecting tools for integration.Example- For a math class on geometry (content), a teacher uses inquiry-based learning (pedagogy) with GeoGebra (technology) to let students explore shapes and theorems with hands-on practice. The tool is chosen because it suits the content and encourages discovery-based learning.

Why it works: TPACK emphasizes context which ensures that technology fits the unique needs of classroom and learnerinstead of using the technology for its own sake.

3. **Enhancing Engagement and Interaction**

Required Practice: Teachers should use technology to foster collaboration, critical thinking, and creativity in learners; in such ways that it matches with content and pedagogy at the same time.Example- In a literature class (content), a teacher employs discussion-based learning (pedagogy) via Padlet (technology) for students to share their understandings of a novel. The platform allows real-time collaboration and supports the pedagogical goal of fostering dialogue.

Why it works: The technology increases student interaction with the content while making abstract discussions more concrete and engaging.

4. **Differentiated Instruction Through Technology**

Required Practice: Teachers may use technology to tailor content delivery to cater the diverse needs of learners while maintaining pedagogical integrity.Example- In a science class on ecosystems (content), a teacher uses a flipped classroom model (pedagogy) and assigned Khan Academy videos (technology) for homework. In class, students engage in hands-on experiments or discussions tailored to their learning levels.

Why it works: Technology helps to decide personalized learning paths, while the pedagogy ensures active engagement with the content.

5. **Assessment and Feedback with Technology**

Required Practice: Teachers may use technology to assess student understanding of content in pedagogically meaningful ways.Example: In a language class (content), a teacher uses formative assessment (pedagogy) through Quizizz (technology) to assess student's understanding of grammar concepts. The tool provides instant feedback that allows the teacher to replan instruction.

Why it works: Technology reorganizes assessment and aligns it with content goals and pedagogical strategies like timely feedback.

Through the proper use of TPACK, teachers can improve their teaching from use of basic digital tool to advanced levels where technology becomes essential for conceptual understanding, assessment, and curriculum development, as outlined in TPACK levels rubrics ranging from "Recognizing" to "Advancing" (Niess et al., 2009; Lyublinskaya &Tournaki,

2011). These practices, informed by TPACK, lead to judicious use of technology that enhances intellectual depth rather than superficial engagement.

Challenges

Along with the unlimited benefits of TPACK there are some challenges also. Limited technology access is one of them which can hinder transformation. It requires creative solutions like offline resources. Then need of training for teachers to use TPACK effectively in the classroom practice and to avoid superficial use of technology is also a significant concern. Another important issue to consider here is the contextual fit of technologies i.e. to ensure relevance technologies must align with classroom constraints such as hybrid formats or cultural relevance.Limitation of resources is another challenge often faced by the teachers, however, TPACK supports informed practices by promoting participatory action research (PAR) where teachers may co-develop context-specific strategies which addresses the challenges like large classes or limited infrastructure (Kemmis, McTaggart, & Nixon, 2014).

Conclusion

Technology provides ample opportunities to teachers and students for working together to learn, attain knowledge, and acquire new skills. However, all this depends upon which technology is being used and what kind of teaching-learning environments is being created. Constantly emerging technologies and new approaches of delivery always open up new avenues to rethink completely about building new teaching-learning environments and revamp curriculum accordingly. Creating an interesting, engaging, and meaningful learning environment is the first and foremost requirement for better learning and keeping learners engaged during the teaching-learning process. TPACK framework is a conceptual model that

bridges technology, pedagogy, and content by emphasizing their dynamic interconnections rather than treating them as isolated elements. The subject matter or Content works as the foundation that drives the choice of both pedagogy and technology. Pedagogy or teaching strategies functions as the guide to identify the most suited technology for use and Technology are used to enhance content and pedagogy. This integration ensures that technology is not merely an add-on but a tool that enhances pedagogical approaches to convey content effectively to foster deeper understanding.Teachers can bridge the components of TPACK effectively in their instructional planning, they may use technologies to transform content into dynamic representations and pedagogy into student-centered approaches, TPACK fosters learning that is engaging, inclusive, and grounded in real-world contexts.Teachers may also look for training in TPACKas it encourages teachers to reflect on and iterate their teaching practices for better integration of technology.

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