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## Technological Pedagogical Content Knowledge (TPACK)

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#	Paper	IF	Citations
74 <sup>2</sup>	Using Robotics as the Technological Foundation for the TPACK Framework in K-12 Classrooms. <b>2015</b> , 26, 1679-1		
74 <sup>1</sup>	From PCK to TPACK: Developing a Transformative Model for Pre-Service Science Teachers. <b>2010</b> , 19, 553-564		116
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73 <sup>8</sup>	ICT in teacher education in an emerging developing country: Vietnam's baseline situation at the start of "The Year of ICT" <b>2011</b> , 56, 974-982		39
737	Modeling primary school pre-service teachers' Technological Pedagogical Content Knowledge (TPACK) for meaningful learning with information and communication technology (ICT). <b>2011</b> , 57, 1184-1193		169
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528	Differential item functional analysis on pedagogic and content knowledge (PCK) questionnaire for Indonesian teachers using RASCH model. <b>2018</b> , 948, 012061	1

527	Profile of senior high school in-service physics teachers' technological pedagogical and content knowledge (TPACK). <b>2018</b> , 1097, 012025	2
526	Knowledge Base for Information and Communication Technology in Education. <b>2018</b> , 397-413	3
525	Information and Communication Technology Dispositional Factors and Relationship to Information and Communication Technology Practices. <b>2018</b> , 309-333	9
524	Information and Communication Technologies, and Learning Theories: Putting Pedagogy into Practice. <b>2018</b> , 143-160	3
523	Instructional Technology Integration Models and Frameworks: Diffusion, Competencies, Attitudes, and Dispositions. <b>2018</b> , 335-355	9
522	Can telecollaboration contribute to the TPACK development of pre-service teachers?. <b>2018</b> , 27, 367-380	13
521	Investigating TPACK through music focusing on affect. <b>2018</b> , 35, 181-198	1
520	Technological Pedagogical Content Knowledge of Prospective Mathematics Teacher in Three Dimensional Material Based on Sex Differences. <b>2018</b> , 947, 012069	3
519	Information and Communication Technology Dispositional Factors and Relationship to Information and Communication Technology Practices. <b>2018</b> , 1-25	
518	Information and Communication Technologies, and Learning Theories: Putting Pedagogy into Practice. <b>2018</b> , 1-19	
517	Efficient Use of Clickers: A Mixed-Method Inquiry with University Teachers. <b>2018</b> , 8, 31	8
516	Pedagogical content knowledge in computing education: a review of the research literature. <b>2018</b> , 28, 117-135	11
515	Measuring Teacher Attitudes, Competencies, and Pedagogical Practices in Support of Student Learning and Classroom Technology Integration. <b>2018</b> , 357-374	1
514	Using Technology to Support Teaching Computer Science: A Study with Middle School Students. <b>2018</b> , 14,	3
513	Measuring technological pedagogical content knowledge (TPACK) through performance assessment. <b>2018</b> , 125, 212-225	42
512	Preparing Teachers to Integrate Technology into K-12 Instruction II: Examining the Effects of Technology-Infused Methods Courses and Student Teaching. <b>2018</b> , 34, 134-150	17
511	Investigating pre-service teachers' acceptance of Web 2.0 technologies in their future teaching: a Chinese perspective. <b>2019</b> , 27, 530-546	42
510	TPACK In Situ: A Design-Based Approach Supporting Professional Development in Practice. <b>2019</b> , 57, 1186-1226	11

509	An Arabic assessment tool to measure Technological Pedagogical and Content Knowledge. <b>2019</b> , 142, 103650	5
508	A test-based approach of Modeling and Measuring Technological Pedagogical Knowledge. <b>2019</b> , 142, 103645	19
507	Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. <b>2019</b> , 1-21	21
506	Connecting rural schools to quality education: Rural teachers' use of digital educational resources. <b>2019</b> , 101, 68-76	29
505	A study of K-12 teachers' TPACK on the technology acceptance of E-schoolbag. <b>2019</b> , 1-14	9
504	A Study of the Readiness of Implementing Computational Thinking in Compulsory Education in Taiwan. <b>2019</b> , 295-314	3
503	TPACK Observation Instrument: Development, Validation, and Reliability. <b>2019</b> , 1241, 012029	0
502	Profile of Students' Technological Content Knowledge in School Mathematics. <b>2019</b> , 1179, 012059	1
501	Game-Based Assessment Revisited. <b>2019</b> ,	3
500	Development of Technological Pedagogical Content Knowledge (TPACK) For English Teachers: The Validity and Reliability. <b>2019</b> , 14, 18	4
499	Developing effective knowledge-building environments through constructivist teaching beliefs and technology-integration knowledge: A survey of middle-school teachers in northern Taiwan. <b>2019</b> , 76, 101787	1
498	Using TPACK as a framework to analyze TLC model. <b>2019</b> , 1175, 012146	1
497	Developing Instrument to Evaluate the Technological Content Knowledge (TCK) Application of Biology Teacher. <b>2019</b> , 1241, 012041	
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493	Examining Primary Education Teachers' Perceptions of TPACK and the Related Educational Context Factors. <i>Journal of Research on Technology in Education</i> , <b>2019</b> , 51, 377-397	2.7 20
492	Estonian In-Service Teachers' and Pre-service Teachers' Perceptions of Content, Pedagogy, and Technology Knowledge, Based on the TPACK Framework. <b>2019</b> , 111-122	0

491	Facilitating the emotional intelligence development of students: Use of technological pedagogical content knowledge (TPACK). <b>2019</b> , 25, 100198	10
490	Construction and validation of a 6-D assessment model for K-12 teachers' ICT ability. <b>2019</b> ,	
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486	Examining Chinese beginning online instructors' competencies in teaching online based on the Activity theory. <b>2019</b> , 6, 363-384	3
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481	Investigation of Turkish preservice teachers' intentions to use IWB in terms of technological and pedagogical aspects. <b>2019</b> , 24, 2887-2907	4
480	Transforming African Education Systems in Science, Technology, Engineering, and Mathematics (STEM) Using ICTs: Challenges and Opportunities. <b>2019</b> , 2019, 1-29	23
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478	Monological practices, authoritative discourses and the missing link in digital classroom communities. <b>2019</b> , 19, 79-93	1
477	Challenges facing information and communication technology implementation at the primary schools. <b>2019</b> , 14, 484-492	
476	A Study of Correlation between Technology Knowledge and Technology Beliefs of EFL Teachers in Junior Middle School. <b>2019</b> ,	
475	Digital Multimodal Composition and Second Language Teacher Knowledge. <b>2019</b> , 36, 1-30	1
474	Mathematics teachers' levels of technological pedagogical content knowledge and information and communication technology integration barriers. <b>2019</b> , 40,	3



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472	Empirical Study on the Influencing Factors of ICT-TPCK Vocational Teachers in Higher Education. <b>2019</b> ,		
471	Designing a university seminar to professionalize prospective teachers for digitization in chemistry education. <b>2019</b> , 1,		1
470	A structured, multi-mode professional development programme on blended learning and its influences on the participants' TPACK. <b>2019</b> , 1, 267		
469	Investigation of chemistry preservice teachers' understanding of technological, pedagogical, and content knowledge (TPACK). <b>2019</b> ,		1
468	Profile of integration of problem-solving aspects with analytical-thinking aspects in human respiratory system topic. <b>2019</b> ,		
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466	. <b>2019</b> ,		3
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461	How pre-service English teachers enact TPACK in the context of web-conferencing teaching: A design thinking approach. <b>2019</b> , 128, 171-182		36
460	Mediating factors that influence the technology integration practices of teacher educators. <b>2019</b> , 128, 330-344		47
459	From chalk to keyboard in higher education classrooms: changes and coherence when integrating technological knowledge into pedagogical content knowledge. <b>2019</b> , 43, 975-988		21
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453	Applying Unidimensional Models for Semioordered Data to Scale Data With Neutral Responses. <b>2020</b> , 80, 242-261	0
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450	Professional knowledge or motivation? Investigating the role of teachers' expertise on the quality of technology-enhanced lesson plans. <b>2020</b> , 66, 101300	29
449	The dataset for validation of factors affecting pre-service teachers' use of ICT during teaching practices: Indonesian context. <b>2020</b> , 28, 104875	11
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447	Factors affecting Nigerian teacher educators' technology integration: Considering characteristics, knowledge constructs, ICT practices and beliefs. <b>2020</b> , 146, 103760	30
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445	Designing a professional development program for mathematics teachers for effective use of technology in teaching. <b>2020</b> , 25, 1855-1873	3
444	Transforming pre-service teacher education through virtual exchange: a mixed-methods analysis of perceived TPACK development. <b>2020</b> , 1-13	3
443	Technological pedagogical content knowledge (TPACK) of pre-service science teachers: A Delphi study. <i>Journal of Research on Technology in Education</i> , <b>2020</b> , 1-16	2.7 6
442	The Connection Between Teacher Candidate Attitude and Video-Based Self-Evaluation Accuracy. <b>2020</b> , 016264342094782	1
441	Blended Learning Adoption and Implementation in Higher Education: A Theoretical and Systematic Review. <b>2020</b> , 1	31
440	Digital Teaching Competence and Space Competence with TPACK in Social Sciences. <b>2020</b> , 15, 37	4
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434	The teachers' obstacles in implementing technology in mathematics learning classes in the digital era. <b>2020</b> , 1511, 012022		0
433	Exploring the influence of teachers' beliefs and 3D printing integrated STEM instruction on students' STEM motivation. <b>2020</b> , 158, 103983		12
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418	Relationships between teachers' technostress, technological pedagogical content knowledge (TPACK), school support and demographic variables: A structural equation modeling. <b>2020</b> , 112, 106468	33
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412	Technological pedagogical and content knowledge (TPACK) of science teachers in a suburban area. <b>2020</b> , 1460, 012135	
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410	Development and Validation of the ICT-TPACK-Science Scale. <b>2020</b> , 29, 355-368	8
409	Probing the structural relationships between teachers' beliefs about game-based teaching and their perceptions of technological pedagogical and content knowledge of games. <b>2020</b> , 29, 297-309	4
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406	Teaching with and teaching about technology: Evidence for professional development of in-service teachers. <b>2021</b> , 115, 106613	15
405	Development of an instrument for exploring preservice technology teachers' maker-based technological pedagogical content knowledge. <b>2021</b> , 52, 552-568	1
404	Self-reported technological pedagogical content knowledge (TPACK) of pre-service teachers in relation to digital technology use in lesson plans. <b>2021</b> , 115, 106586	29
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402	Digital pedagogy and cooperative learning: Effect on the technological pedagogical content knowledge and academic achievement of pre-service teachers. <b>2021</b> , 26, 53-61	3

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400	Latent profiles of self-regulated learning and their impacts on teachers' technology integration. <b>2021</b> , 52, 695-713	3
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396	Aportes de la revisión de literatura al diseño de una ruta de apropiación TIC, vinculada con el modelo tecnológico-pedagógico-disciplinar. <b>2021</b> , 276-307	0
395	Relationship Between Teacher's Teaching Expertise and Digital Literacy. <b>2021</b> , 185-195	
394	Pedagogía digital y aprendizaje cooperativo: efecto sobre los conocimientos tecnológicos y pedagógicos del contenido y el rendimiento académico en formación inicial docente. <b>2021</b> , 26, 53-61	3
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389	Investigating Prospective Teachers' TPACK and their Use of Mathematical Action Technologies as they Create Screencast Video Lessons on iPads. <b>2021</b> , 65, 1-17	3
388	A Sequential Explanatory Investigation of TPACK: Malaysian Science Teachers' Survey and Perspective. <b>2021</b> , 11, 235-241	3
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376	Teacher perspectives of self-efficacy and remote learning due to the emergency school closings of 2020. <b>2021</b> , 58, 124-144	3
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370	Technology-mediated Physical Education teaching practices in Tunisian public schools: a national teacher survey. 1-15	1
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348	[Recommendations for the conceptual design of professional development programmes for teachers on the use of digital media]. <b>2021</b> , 24, 1-30	2

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340	Technological pedagogical and content knowledge (TPACK) of in-position teacher profession education (TPE) students of mathematics education. <b>2021</b> ,		0
339	INTEGRAÇÃO DE TECNOLOGIA NA EDUCAÇÃO: PROPOSTA DE MODELO PARA CAPACITAÇÃO DO DOCENTE INSPIRADA NO TPACK. 37,		
338	Primary and secondary school teachers' perceptions of their social science training needs. <b>2021</b> , 8,		3
337	Development and validation of an instrument for measuring Chinese chemistry teachers' perceptions of pedagogical content knowledge for teaching chemistry core competencies. <b>2021</b> , 22, 513-531		4
336	Technology Integration in Schools. <b>2014</b> , 841-853		38
335	The Technological Pedagogical Content Knowledge Framework. <b>2014</b> , 101-111		133
334	Pre-service Teachers' Developing Technological Pedagogical Content Knowledge (TPACK) and Beliefs on the Use of Technology in the K-12 Mathematics Classroom: A Review of the Literature. <b>2015</b> , 239-250		8
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330	E-Learning Exequibility in the Information and Knowledge Society. <b>2014</b> , 3-19		3



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328	ICT Skills in University Teachers, the Knowledge, Use and Pedagogical Appropriation of These Technologies. <b>2018</b> , 249-259	1
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62	In-service mathematics teachers' preparedness, knowledge, skills, and self-efficacy beliefs of using technology in lesson delivery. <b>2022</b> , 9,	1
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35	Okul Öncesi Eğitim Yeterlik Teknolojik Pedagojik Alan Bilgisi (TPAB) ile Öğretimin Geçerlik ve Güvenilirlik İncelenmesi	0
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