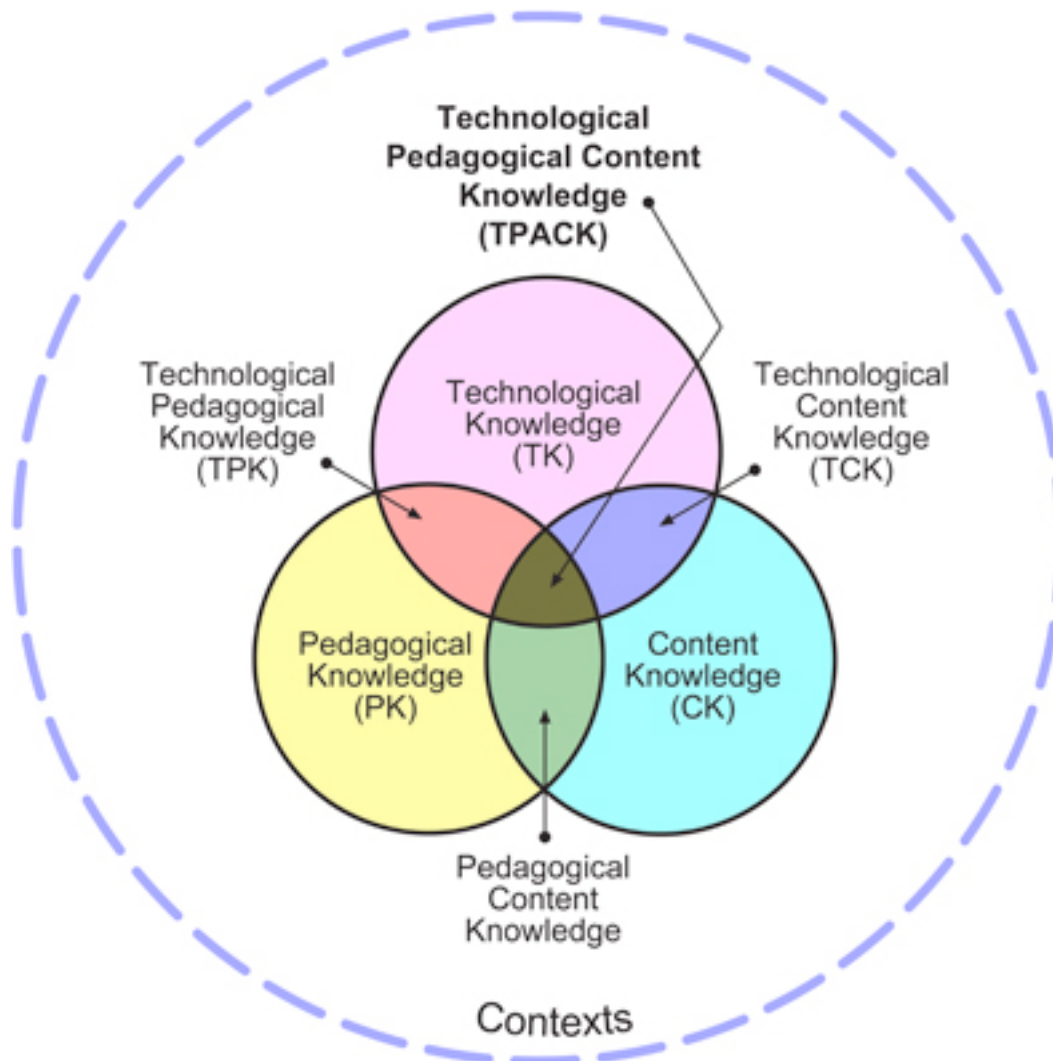**TPACK (was TPCK)**

Technological Pedagogical Content Knowledge (TPACK), builds on Shulman's idea of PCK, and attempts to capture some of the essential qualities of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge. At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK).

Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between all three components. A teacher capable of negotiating these relationships represents a form of expertise different from, and greater than, the knowledge of a disciplinary expert (say a mathematician or a historian), a technology expert (a computer scientist) and a pedagogical expert (an experienced educator).