**What after "Tpack": The Importance of Teacher Knowledge in the Field of Creativity and Innovation**

Razan Zoabi Najat Zoabi

Al- Qasemi Academy The College of Sakhnin

[Razan.z@outlook.com](mailto:Razan.z@outlook.com) [never\_gone\_n@hotmail.com](mailto:never_gone_n@hotmail.com)

This paper describes a framework for teacher knowledge for technology integration called technological pedagogical content knowledge (known as TPACK, or technology, pedagogy, and content knowledge). This framework builds on Lee Shulman’s construct of pedagogical content knowledge (PCK) to include technology knowledge. The development of TPACK by teachers is critical to effective teaching with technology. The paper begins with a brief introduction about pedagogical content and how Mishra and Koehler have attempted to extend Shulman’s idea of PCK to include educational technology. There are three main components of teachers’ knowledge represented as CK (Content Knowledge) is teachers’ knowledge about the subject matter to be learned or taught. PK (Pedagogical Knowledge) is teachers’ deep knowledge about the processes and practices or methods of teaching and learning. TK (Technology Knowledge) is a teacher understands how technology integration can improve instructional strategies and strengthen content knowledge for learners. Equally important to the three components of knowledge are the interactions between and among them, represented as PCK (Pedagogical Content Knowledge) is the notion of the transformation of the subject matter for teaching. TCK (technological content knowledge) is an understanding of the manner in which technology and content influence and constrain one another. TPK (technological pedagogical knowledge) is an understanding of how teaching and learning can change when particular technologies are used in particular ways.

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