

Analyzing Technological Pedagogical Content Knowledge
in Music Education at Duquesne University

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The purpose of this paper is to briefly describe a potential research strategy for analyzing the Music Education undergraduate program in the Mary Pappert School of Music at Duquesne University using the *Technological Pedagogical Content Knowledge* (TPCK) framework.

Technological Pedagogical Content Knowledge

The TPCK framework is a relatively new model that helps educators to effectively integrate technology into their teaching. It can be used as an aid in curriculum development for education programs as well.

The TPCK model was originally proposed by Matthew Koehler and Punya Mishra (2006) and builds on Lee S. Shulman's concept of pedagogical content knowledge (PCK) (1986) by including the component of technological knowledge into the framework. As its name suggests, there are several components to the TPCK model. Technological, pedagogical, and content knowledge make up the three basic components. When all three types of knowledge are applied to education, interactions take place that combines these components creating four more types of knowledge; pedagogical content knowledge (PCK), technological content knowledge (TCK), pedagogical technological knowledge (TPK), and technological pedagogical content knowledge (TPCK). The model suggests that the ability to balance all of these knowledge areas is essential for educators to successfully integrate technology into their teaching (Koehler & Punya, 2006). Therefore, it is also important that this model be considered when designing

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