English Language Arts Curriculum with TPACK

Technological Pedagogical Content Knowledge

Introduction

In TPACK for English Language Arts, each component fits together to form a lesson, unit, or curriculum, depending on individual use. The specific components are optional and will depend on the educator's particular objective. For example, a teacher may choose to incorporate Understanding by Design as their pedagogical knowledge while another teacher may choose Universal Design for Learning. These choices can all be made by the teacher or school designing the purpose and use for the technology.

In the descriptions below, options will be offered for using this model for integrating technology into classroom instruction.

CK

For *Content Knowledge*, educators should use Ohio's Learning Standards for English language arts to determine what should be taught in the classroom. In TPACK, however, we can go even deeper by choosing a particular theme or piece of literature to represent this component. This is the "What" of teaching. For example, a teacher may choose the theme "Loyalty vs. Law" as their CK with literature that supports this theme, or a teacher may choose a specific piece of literature, such as Shakespeare's *Romeo and Juliet*.

PK

We all learn differently. For *Pedagogical Knowledge*, Universal Design for Learning supports the "How" of teaching by giving students options so that all have the opportunity to learn. Through UDL, students in an ELA classroom can be offered choices as to the way they will demonstrate their knowledge of the literature and concepts being studied. Other, more general options for pedagogical knowledge could be the use of group discussion, inquiry-based instruction, or student-led instruction.

TK

The *Technological Knowledge* in our instruction represents what technology we will strategically use in teaching to achieve the goals of the lesson or unit. Whether laptops, iPads, or students' own mobile devices are used or specific software programs, such as digital timelines and publishing software, are chosen, digital literacy is vital to this component. Digital literacy involves the ability to access information, analyze that information for credibility, and create content using technology. In addition, digital citizenship allows teachers to provide rich, authentic experiences that will help their students to be digitally literate and work with the content in a secure and appropriate manner. More on Digital Citizenship can be found here.

TCK

As the diagram begins to overlap, *Technological Content Knowledge* involves how the technology will help the students understand the content and how the content impacts the technology choices made. In many English language arts standards, students are asked to produce writing or respond to text through

writing. Technology that could redefine the way students respond, such as wikis and blogs, could offer options in this area.

TPK

Technological Pedagogical Knowledge represents how the educator will use the technology to assist students in accessing and comprehending the lesson's objectives. [SAMR](#) is a model that helps teachers use technology at their comfort level to make the concepts within the content easier to grasp. Teachers are able to increase in technology use as they find new ways of reaching students using digital technology and as they become more comfortable with integrating technology. The goal is not only to use technology appropriately for the students and the lesson, but also to move from enhancing the lesson using technology to transforming the way students learn through digital technology. More on the SAMR model can be found on our ODE [Technology Pearltrees](#) page.

PCK

Pedagogical Content Knowledge seeks to find the best strategies for teaching the content. For instance, in Cognitive Information Processing Theory, teachers help students learn through visualization, activating prior knowledge, and making connections from new content to what is already known. Since ELA involves interacting with authors in informational text and characters in literature, CIP theory can help students make real-life connections with authors' claims and characters' motivations and to recognize the universal nature of themes.

TPACK

At the center of all of these components is a seamless infusion of technology, pedagogy, and content knowledge. This involves much more than understanding the individual components. TPACK gives the teacher an expert way to integrate technology in a meaningful way while understanding all of the facets of how the technology impacts the content and students and how the students and content impact the choice of technology. In addition, TPACK allows the teacher to make deliberate choices about *how* to teach all students in this Digital Age. Individually, these components may seem like easy choices. For example, an educator could use online, annotated text to teach Shakespeare's *Romeo and Juliet* to students who may need help understanding Elizabethan English. Using TPACK, the teacher would be making these choices **intentionally** with the knowledge of how the choice of online, annotated text would impact the learner, how that text would be delivered, why delivery choice is important to student learning, and why an online, annotated text would be the best way to present the play to students. The main point regarding the use of TPACK is that the choices made are purposeful and thoroughly considered.

References

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