Below please find a listing of TPACK-related papers/sessions that will be presented at the SITE conference in March in Nashville, Tennessee; at the AERA annual meeting in April in New Orleans, Louisiana; and at the ISTE conference in June in Philadelphia, Pennsylvania. (That’s 71 TPACK-related conference sessions in just 3.5 months!)

SITE 2011 TPACK-Related Presentations

**Teacher competencies for 21st century pedagogy**
Joke Voogt, University of Twente, Netherlands
Tuesday 11:30-12:30 – Hermitage A

**Developing a Classroom Observation Tool on Pedagogy and Technology Integration: A Delphi Study**
Douglas Elmendorf, Towson University, USA; Liyan Song, Towson University, USA
Tuesday 11:30-12:30 – Kingsley

**Using the TPACK Framework to Study a Sixth Grade Classroom with High Access to Technology**
Keith Wetzel, Arizona State University, USA
Tuesday 1:30-2:30 – Edgewood

**Explicitly Addressing TPACK in Preservice Teacher Curriculum**
Mia Kim Williams, University of Northern Colorado, USA; Keith Wetzel, Arizona State University, USA; Teresa Foulger, Arizona State University, USA; Todd Kisicki, Arizona State University, USA; Lisa Giacumo, Arizona State University, USA (Roundtable)
Tuesday 2:45–3:45 – Bellmeade

**Using SEM to Move from Theory to Practice with the TPACK Framework**
Brandy Jones, University of Louisville, USA; Jill Adelson, University of Louisville, USA; Leanna Archambault, Arizona State University, USA
Tuesday 4:30-5:30 – Hermitage B

**Instructional Technology Adoption Strategies for College of Education Faculty**
Robert Bowe, National-Louis University, USA
Tuesday 5:15-6:15 – Hermitage B
By design, this study creates a mechanism whereby faculty could learn from other like-minded faculty about their use of IT.
Tracking TPACK Development through Conversations about New Literacies
Jennifer Lubke, University of Tennessee-Knoxville, USA; Jeffrey Beard, University of Tennessee-Knoxville, USA
Wednesday 11:30-12:30 – Hermitage B

Comparing How Teachers use Technology and Teacher Education Programs Prepare Teachers to use Technology
Anne Ottenbreit-Leftwich, Indiana University, USA; Thomas Brush, Indiana University, USA
Wednesday 1:30-2:30 – Two Rivers

Leveraging the Affordances of YouTube: Pedagogical Knowledge and Mental Models of Technology Affordances as Predictors for Pre-Service Teachers’ Planning for Technology Integration.
Karsten Krauskopf, Knowledge Media Research Center, Germany; Carmen Zahn, Knowledge Media Research Center, Germany; Friedrich W. Hesse, Knowledge Media Research Center, Germany
Wednesday 1:30-2:30 – McGavock’s A

Developing a New Technology Infusion Program for Preparing Saudi Preservice Teachers
Mohammed Alhawiti, Indiana State University, USA
Wednesday 2:45-3:45 – Evergreen

Preparing Digital Citizens for a Participatory Culture: Critical Digital Literacies in Pre-service Education (Poster/Demo)
Sarah Lohnes Watulak, Towson University, USA
Wednesday 6:30-8:00 – Bellmeade

Using eBooks to Develop TPACK: Teacher Candidates Get ‘Handy’ for Class (Poster/Demo)
Candace Figg, Brock University, Canada; Burson Jenny, Brock University, Canada
Wednesday 6:30-8:00 – Bellmeade

Applying TPACK to Preservice Teacher Technology Integration Courses (Poster/Demo)
Liangyue Lu, Syracuse University-School of Education, USA; Laurene Johnson, Syracuse University-School of Education, USA; Leigh Tolley, Syracuse University-School of Education, USA; Theresa Gilliard-Cook, Syracuse University-School of Education, USA; Jing Lei, Syracuse University-School of Education, USA
Wednesday 6:30-8:00 – Bellmeade
Professional Development for Teachers of Chinese: The Interplay of Content Knowledge, Pedagogy, and Technology (Poster/Demo)
Carolina Bustamante, University of Nebraska-Lincoln, USA; Aleidine Moeller, University of Nebraska-Lincoln, USA
Wednesday 6:30-8:00 – Bellmeade

Why Are They Not Using It?: Middle Grades Social Studies Teachers’ Technology Integration (NTLI Fellows Symposium)
Caroline C. Sheffield, University of Louisville, USA; Rita Hagevik, University of Tennessee, USA; Patty Stinger-Barnes, University of Tennessee, USA
Thursday 10:15 – 11:15 – Hermitage D

Teachers’ assessment of TPACK: Where are we and what is needed? (Symposium)
Joke Voogt, University of Twente, Netherlands; Tae Shin, University of Central Missouri, USA; Punya Mishra, University of Michigan, USA; Matt Koehler, University of Michigan, USA; Denise Schmidt, Iowa State University, USA; Evrim Baran, Iowa State University, USA; Ann Thompson, Iowa State University, USA; Wei Wang, Iowa State University, USA; Ghaida Alayyar, University of Twente, Netherlands; Petra Fisser, University of Twente, Netherlands; Douglas Agyei, University of Twente, Netherlands; Bart Ormel, University of Twente, Netherlands; Chantal Velthuis, Edith Stein University of Applied Sciences, Netherlands; Jo Tondeur, University of Ghent, Belgium; David Gibson, Global Challenge, USA
Thursday 10:15-11:15 – Tulip Grove F

Determining Teachers’ TPACK through observations and self-report data
Douglas Agyei, University of Cape Coast-Ghana, Ghana; Joke Voogt, University of Twente, Netherlands
Thursday 10:15-11:15 and 11:30-12:30 – Tulip Grove F

Teachers’ Rationale as Evidence of TPACK
Kimberly McCollum, BYU, USA; Jered Borup, BYU, USA; Charles Graham, BYU, USA
Thursday 11:30-12:30 – Edgewood

TPACK Model Integration: Preparing Preservice Teachers to Teach with Technology
Prince Bull, North Carolina Central University, USA; Dogoni Cisse, North Carolina Central University, USA
Thursday 11:30-12:30 – Edgewood

TPACK in the Science Methods Classroom: Focusing on the Space Between
Richard Hechter, University of Manitoba, Canada; Lynette Phyfe, University of Manitoba, Canada
Thursday 11:30-12:30 – Edgewood
Using Universal Design for Learning (UDL) and Technology, Pedagogy and Content Knowledge (TPACK) to Design Preservice Teacher Technology Integration and Inservice Teacher Professional Development (Panel)
Liz Berquist, Towson University, USA; Bill Sadera, Towson University, USA; Liyan Song, Towson University, USA; Yvonne Domings, Center for Applied Special Technology, USA; Lisa Katz, MSDE/HCPS, USA; Linda Macaulay, Towson University, USA
Thursday 1:30-2:30 – Tulip Grove E

The Effects of Teacher Content Authoring on TPACK and on Student Achievement in Algebra: Research on Instruction with the TI-Nspire Handheld
Irina Lyublinskaya, CUNY College of Staten Island, USA; Nelly Tournaki, CUNY College of Staten Island, USA
Thursday 1:30-2:30 – Two Rivers

Do teacher education courses influence pre-service teachers’ Educational Technology Competencies?— An investigation of pre-service teachers majored in Math Education in China
Ning Yang, School of Education, Fujian Normal University, China
Thursday 1:30-2:30 – Two Rivers

Technology in the Mathematic's Classroom: A Teacher Candidate's Perspective
Christian Cruze, Ball State University, USA; Kathryn Shafer, Ball State University, USA
Thursday 1:30-2:30 – Kingsley

The Influence of Technology Rich Learning Environments: A Classroom-based Observational Study
Jana Craig Hare, ALTEC/Center for Research on Learning, USA; Marilyn Ault, ALTEC/Center for Research on Learning, USA; Chris Niileksela, ALTEC/Center for Research on Learning, USA
Thursday 1:30-2:30 – Kingsley

Developing a Survey from a Taxonomy of Characteristics for TK, TCK, and TPK to Assess Teacher Candidates’ Knowledge of Teaching with Technology
Candace Figg, Brock University, Canada; Kamini Jaipal, Brock University, Canada
Thursday 1:30-2:30 – Oaklands

Pre-Service Teacher Learning: Pedagogical Content Knowledge in Video-Based Problem-Solving
Ugur Kale, West Virginia University, USA; Pamela Whitehouse, West Virginia University, USA
Thursday 1:30-2:30 – Oaklands
Hasniza Nordin, University of Canterbury, New Zealand; Donna Morrow, University of Canterbury, New Zealand; Niki Davis, University of Canterbury, New Zealand
Thursday 2:45-3:45 – Kingsley

Advancing K-8 Teachers’ STEM Education for Teaching Interdisciplinary Science and Mathematics Teaching With Technologies
Margaret Niess, Oregon State University, USA; Emily van Zee, Oregon State University, USA; Henry Gillow-Wiles, Oregon State University, USA; Nancy Staus, Oregon State University, USA
Thursday 4:00-5:00 – Two Rivers

Technological Pedagogical Content Knowledge in the Elementary Classroom: A Case Study of One Teacher’s Decision Making Process
Melissa Beeson, University of North Carolina at Greensboro, USA
Thursday 4:00-5:00 – Two Rivers

Impact of Research-Based Professional Development: Investigation of Inservice Teacher Learning and Practice in Wiki Integration
Mesut Duran, University of Michigan-Dearborn, USA; Stein Brunvand, University of Michigan-Dearborn, USA; Justin Ellsworth, Farmington Public Schools, USA; Serkan Sendag, Mehmet Akif Ersoy University, Turkey
Thursday 4:00-5:00 – Kingsley

Developing Secondary Mathematics Preservice Teachers’ Technological Pedagogical and Content Knowledge: Influencing Positive Growth
Jeremy Zelkowski, The University of Alabama, USA
Thursday 4:00-5:00 – Edgewood

Poetry in Motion: Using VoiceThread to Prepare 21st Century English Teachers
Leanna Archambault, Arizona State University, USA; David Lee Carlson, Arizona State University, USA
Thursday 4:00-5:00 – Edgewood

Testing a TPACK-Based Technology Integration Observation Instrument
Mark Hofer, College of William and Mary, USA; Neal Grandgenett, University of Nebraska at Omaha, USA; Judi Harris, College of William and Mary, USA; Kathy Swan, University of Kentucky, USA
Thursday 4:00-5:00 – Oaklands
Learning by Design: TPACK in Action
Liangyue Lu, Syracuse University-School of Education, USA; Laurene Johnson, Syracuse University-School of Education, USA; Leigh Tolley, Syracuse University-School of Education, USA; Theresa Gilliard-Cook, Syracuse University-School of Education, USA; Jing Lei, Syracuse University-School of Education, USA
Thursday 4:00-5:00 – Oaklands

An Exploration of Initial Certification Candidates’ TPACK and Mathematics-based Applications using Touch Device Technology
Michael McCrory, Victory University, USA
Thursday 4:00-5:00 – McGavock’s A

Integrating Technology in Pre-Service Teacher Education through Peer Assisted Just-in-Time Support (Roundtable)
Julie Mueller, Wilfrid Laurier University, Canada
Thursday 4:00-5:00 – McGavock’s B

An Alternative Framework for Course Evaluation & Redesign: Technological Pedagogical Content Knowledge of Teachers (Roundtable)
Matthew Kruger-Ross, North Carolina State University, USA; Lori Holcomb, North Carolina State University, USA; Terrance Wolfe, North Carolina State University, USA
Thursday 4:00-5:00 – McGavock’s B

Pedagogical Strategies for K-12 Teachers’ Use of Interactive Whiteboards (Roundtable)
Ying Wang, Northwestern College, USA; Ronald Ginn, Northwestern College, USA; Teresa Gonske, Northwestern College, USA
Thursday 4:00-5:00 – McGavock’s B

Instructional Technical and Pedagogical Design: Teaching Future Teachers Educational Technology
Anne Ottenbreit-Leftwich, Indiana University, Bloomington, USA; Mark Millard, University of Wisconsin, Madison, USA; Peter van Leusen, Indiana University, Bloomington, USA
Thursday 5:15-6:15 – Hermitage A

Influence of Graduate Coursework on Teachers’ Technological, Pedagogical, and Content Knowledge (TPACK) Skill Development: An Exploratory Study
Crystal Machado, Indiana University of Pennsylvania, USA; DeAnna Laverick, Indiana University of Pennsylvania, USA; Jason Smith, Indiana University of Pennsylvania, USA
Thursday 5:15-6:15 – Two Rivers
Refining TPACK Rubric through Online Lesson Plans
Mete Akcaoglu, Michigan State University, USA; Kristen Kereluik, Michigan State University, USA; Greg Casperson, Michigan State University, USA
Thursday 5:15-6:15 – Two Rivers

Development and Validation of a Survey to Measure TPACK for Preservice Science Educators
Jason Abbitt, Miami University, USA; Bruce Perry, Miami University, USA; Todd Edwards, Miami University, USA
Thursday 5:15-6:15 – Two Rivers

Video Game Design Principles in Logo Impact Teacher Candidates’ Technology Integration
Aaron Bruewer, Ball State University, USA; Kathryn Shafer, Ball State University, USA
Thursday 5:15-6:15 – Kingsley

Using Technological Pedagogical Content Knowledge as a Framework for Video Case Analysis and Teacher Technology Preparation
Amy Chase Martin, Towson University, USA; William Sadera, Towson University, USA
Thursday 5:15-6:15 – Kingsley

I Know I Am Supposed To, But I Just Can’t: Insights into Technology Integration in Science Classrooms
Richard Hechter, University of Manitoba, Canada; Laurie Anne Vermette, University of Manitoba, Canada
Thursday 5:15-6:15 – Edgewood

Designing with and for Technological Pedagogical Content Knowledge: The Evolution of GeoThentic
Aaron Doering, University of Minnesota, USA; Charles Miller, University of MN, USA; Cassie Scharber, University of MN, USA
Thursday 5:15-6:15 – McGavock’s A

Three Perspectives on Technological Pedagogical and Content Knowledge: Framing Technology Education using TPACK (Symposium)
Figg Candace, Brock University, Canada; Jaipal Kamini, Brock University, Canada; Julie Mueller, Wilfred Laurier University, Canada
Friday 10:15-11:15 and 11:30-12:30 – Hermitage D

Identifying Affordances and Barriers to Student-centered, Collaborative Learning in the Integration of Interactive Whiteboard Technology
Cesar Navarrete, University of Texas at Austin, USA
Friday 11:30-12:30 – Evergreen
Developing Trans-disciplinary creativity, rethinking the C in TPACK
Kristen Kereluik, Michigan State University, USA; Punya Mishra, Michigan State University, USA
Friday 2:45-3:45 – Tulip Grove F

Two Birds, One Stone: A TPACK-Inspired Model to Guide Standards-Based Social Studies Instruction
John Hineman, Robert Morris University, USA; George Semich, Robert Morris University, USA
Friday 2:45-3:45 – Evergreen
Between the Notion and the Act: Distinctions Among Secondary Veteran Teachers' Technological Pedagogical Content Knowledge (TPACK) in 1:1 Computing Settings (Roundtable)
Lisa G. Hervey (North Carolina State University)
Scheduled Time: Sun, Apr 10 - 10:35am - 12:05pm  Building/Room: Sheraton / Grand Ballroom E
In Session Submission: Analyzing and Assessing Teacher Knowledge and Practice

Assessing Preservice Teachers' Knowledge Development in the Context of a Technology Integration Course (Roundtable)
Chrystalla Mouza (University of Delaware), Rachel A. Karchmer (Virginia Commonwealth University), Sule Yilmaz Ozden (University of Delaware), Ratna Nandakumar (University of Delaware)
Scheduled Time: Sun, Apr 10 - 10:35am - 12:05pm  Building/Room: Sheraton / Grand Ballroom E
In Session Submission: Analyzing and Assessing Teacher Knowledge and Practice

A Comprehensive Approach to Assessing Technological, Pedagogical, And Content Knowledge (TPACK) as an Interdisciplinary Construct (Roundtable)
David K. Pugalee (University of North Carolina - Charlotte), Margaret L. Niess (Oregon State University)
Scheduled Time: Sun, Apr 10 - 10:35am - 12:05pm  Building/Room: Sheraton / Grand Ballroom E
In Session Submission: Analyzing and Assessing Teacher Knowledge and Practice

The Development of an Instrument to Measure Preservice Teachers’ Technological Pedagogical Content Knowledge (Roundtable)
Nicholas Lux (Montana State University), Art W. Bangert (Montana State University), David Whittier (Boston University)
Scheduled Time: Sun, Apr 10 - 10:35am - 12:05pm  Building/Room: Sheraton / Grand Ballroom E
In Session Submission: Analyzing and Assessing Teacher Knowledge and Practice
A Critical Review of Technological, Pedagogical, And Content Knowledge (TPACK) Assessments (Poster)
Tae Seob Shin (Michigan State University), Matthew J. Koehler (Michigan State University), Punya Mishra (Michigan State University)
Scheduled Time: Mon, Apr 11 - 2:15pm - 3:45pm  
Building/Room: Sheraton / Grand Ballroom C
In Session Submission: Technology as an Agent of Change in Teaching and Learning Poster Session

Reading Technological Pedagogical Content Knowledge (TPACK) Between the Lines of Theory and Practice in Preservice Teachers (Poster)
Kristen Marie Kereluik (Michigan State University), Mete Akcaoglu (Michigan State University), Greg Casperson (Michigan State University)
Scheduled Time: Mon, Apr 11 - 12:25pm - 1:55pm  
Building/Room: Sheraton / Grand Ballroom C
In Session Submission: Topics in Teacher Education: Assessment, Supervision, Curriculum, and Instruction

Teaching Mathematics With Technology: A Longitudinal Study of Secondary Preservice Teacher Technological Pedagogical Content Knowledge (TPACK) Development (Roundtable)
Jeremy Zelkowski (The University of Alabama)
Scheduled Time: Mon, Apr 11 - 8:15am - 9:45am  
Building/Room: Sheraton / Grand Ballroom E
In Session Submission: SIG/Research in Mathematics Education Roundtable 3: Understanding

The Effects of Teacher Content Authoring on Technological Pedagogical Content Knowledge (TPACK) and on Student Achievement in Algebra (Paper)
Irina Lyublinskaya (College of Staten Island - CUNY), Eleni Tournaki (College of Staten Island - CUNY)
Scheduled Time: Mon, Apr 11 - 12:25pm - 1:55pm  
Building/Room: New Orleans Marriott / Mardi Gras Salon A
In Session Submission: Research on Technology Integration Professional Development

Beyond Technology, Pedagogy, and Content: Insights Into the Knowledge Bases for Collaborative E-Learning Design (Roundtable)
Lina Markauskaite (University of Sydney), Agnieszka Bachfischer (University of Sydney), Yael Kali (Technion - Israel Institute of Technology), Peter Michael Goodyear (University of Sydney)
Scheduled Time: Sun, Apr 10 - 12:25pm - 1:55pm  
Building/Room: Sheraton / Grand Ballroom D
**Teachers' Learning While Constructing Technology-Based Instructional Resources** (Roundtable)
Andrew B. Polly (University of North Carolina - Charlotte)
Scheduled Time: Mon, Apr 11 - 12:25pm - 1:55pm   Building/Room: Sheraton / Grand Ballroom E
In Session Submission: SIG Instructional Technology: Technology Evaluation Strategies

**The Acquisition of Musical Technological Pedagogical and Content Knowledge** (Paper)
William I. Bauer (Case Western Reserve University)
Scheduled Time: Sun, Apr 10 - 2:15pm - 3:45pm   Building/Room: JW Marriott / Orleans
In Session Submission: Collaborative Learning Environments in Music Education: Implications for Professional Development

**Instructional Strategies for High-Level Learning Engaging a Community of Learners in an Online Master's Program in Mathematics and Science Education** (Paper)
Margaret L. Niess (Oregon State University), Emily H. Van Zee (Oregon State University), Henry Gillow-Wiles (Oregon State University), Nancy Staus (Oregon State University)
Scheduled Time: Sat, Apr 9 - 12:25pm - 1:55pm   Building/Room: New Orleans Marriott / Preservation Hall Studio 4
In Session Submission: Exploring the Possibilities of Online Learning for Future Teachers and Teacher Educators
Designing and Doing TPACK-Based Professional Development
[Concurrent Session: Spotlight]
Monday, 6/27/2011, 8:30am–9:30am
Professional Learning : Professional Development
Judith Harris, College of William & Mary
New understanding of the nature of teachers' technology integration knowledge (TPACK) suggests ways to design technology-related professional development. Let's think through this shift together.

Effective Practices: TPACK, the Arts, and IT
[Learning Station Session: Poster]
Tuesday, 6/28/2011, 1:00pm–3:00pm
Digital-Age Teaching & Learning : Arts
Camille Dempsey, Duquesne University with Jordan Mroziak
What are effective teaching practices related to the arts and instructional technologies? We will explore digital age skills, TPACK, and arts learning environments. Recommended by ISTE’s SIGMT

Integrating TPACK into Preservice Teachers’ Learning Experiences
[Research Paper: Roundtable]
Monday, 6/27/2011, 4:15pm–5:15pm
Professional Learning : Teacher Education (Preservice & Advanced)
Mia Williams, University of Northern Colorado with Teresa Foulger, Tara Laughlin and TzongYin Lin
What does TPACK look like in preservice teacher preparation programs? This project explores candidates’ knowledge and experiences after participation in a TPACK-focused learning unit.

Remix/Reboot: Enhancing and Evolving Digital Music Curriculum through Technology
[Concurrent Session: Lecture]
Monday, 6/27/2011, 12:45pm–1:45pm
Digital-Age Teaching & Learning : Music
Jordan Mroziak, Duquesne University with Judith Bowman
This session engages music education professionals in using current technologies to augment and advance content and pedagogy in the K-18 music classroom. Recommended by ISTE's SIGMT
**Student-Driven TPACK: Implications for Development and Supervision**
[Learning Station Session: Poster]
Monday, 6/27/2011, 11:00am–1:00pm
Digital-Age Teaching & Learning : English Language Arts
Rebecca Langrell, Parkway School District
This session describes student-driven technological, pedagogical, and content knowledge development in secondary English teachers and suggests implications for professional development, curriculum design, supervision and evaluation.

**There's an App for That! iPads in Elementary Science Classrooms**
[Learning Station Session: Poster]
Wednesday, 6/29/2011, 11:00am–1:00pm
Digital-Age Teaching & Learning : Science
Margaret Thombs, Roger Williams University with Kelly Donnell, Kristina Soprano and Li-Ling Yang
Is the iPad just the latest gadget or an engaging classroom tool? Learn about exciting ways to use iPads in your elementary science classroom. (Contains Commercial Content)

**TPACK and the Missing Paradigm**
[Research Paper: Roundtable]
Monday, 6/27/2011, 4:15pm–5:15pm
Professional Learning : Teacher Education (Preservice & Advanced)
Nicholas Lux, Montana State University
By including TCK in the TPACK framework, teacher educators risk falling victim to a pitfall that parallels Shulman's (1986) "missing paradigm."

**TPACK in Teacher Education: Innovative Models that Work**
[Concurrent Session: Panel]
Monday, 6/27/2011, 12:45pm–1:45pm
Professional Learning : Teacher Education (Preservice & Advanced)
Ann Cunningham, Wake Forest University with Teresa Foulger, Randy Hansen, Mia Kim Williams, Denise Schmidt, Andrew Smith and Keith Wetzel
Teacher educators share innovative TPACK integration models and the positive impact they have on teacher candidates, doctoral students, alumni, and K-12 teachers. (SIGTE-sponsored session)