

Teachers Technological Pedagogical Content Knowledge (TPACK) for Technology Integration in Inclusive Classrooms

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Abstract

Inclusive education is gaining emphasis and relevance in today's world. Even though, the children with special needs requires special skills and attention in training, the concern that, such children can also be treated at par with normal children keeps stakeholders of education to organise teaching -learning activities and training sessions along with normal children. Today, children with mild learning difficulties are taught providing the same facilities and learning strategies similar to that of normal children. This brings in parity and helps special children to develop to their maximum potential keeping aside their disabilities. Even if, the traditional teaching learning activities provide scope to develop varied skills, the use of technology cannot be undermined in the twenty-first century. As we know, starting from small kids to adults are employing technology in a big way. Special attention has to be paid on the growing trends of use of technology among kids. Today, children are competent users of technology. Students like to share, write, collaborate and employ technology to study among other uses. In such a situation, teachers must reorganise the learning experiences integrating the potential of technology. But, technology integration in inclusive classrooms requires bigger planning. TPACK is one of the popular frameworks that support teachers to select the suitable technology for their cliental group. Thus, this article discusses the TPACK framework and its potential in selecting appropriate technology for inclusive education.

Key Words: *Technology Integration, TPACK, Inclusive Classroom, Assistive Technology*

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