

High School Geography Teachers' Technological Pedagogical Content Knowledge

Aye Su Myat ¹ and Khin Nyo Nyo Sint ²

Abstract

The main purpose of this study is to investigate high school geography teachers' technological pedagogical content knowledge. A descriptive (survey) research design was used for this study. A total of 180 schools from 19 townships of East and North Yangon Districts were selected. The participants in this study were high school geography teachers. The subjects were divided into two groups based on their geography teaching experiences and their total teaching experiences. A questionnaire was used as the research instrument. In order to address the research questions, descriptive statistics (mean, standard deviation, and percentage) and inferential statistics (independent samples *t* test) were used. The comparison of the mean values of high school geography teachers showed that technological knowledge and pedagogical knowledge were the highest and technological content knowledge was the lowest among the four dimensions of technological pedagogical content knowledge. The results of *t* test pointed out that there was a significant difference between pedagogical content knowledge of the two groups by geography teaching experiences. However, there were no significant differences between technological knowledge, pedagogical knowledge, technological content knowledge, and pedagogical content knowledge of the two groups by total teaching experiences.

Key words: Technological Knowledge, Pedagogical Knowledge, Technological Content Knowledge, Pedagogical Content Knowledge, Technological Pedagogical Content Knowledge

1. Lecturer, Dr., Department of Curriculum and Methodology, Yangon University of Education
2. Assistant Director, Department of Education Research Planning and Training