

Project TPACK: An Input to Enhance Pre-Service Teachers' Readiness in Flexible Teaching

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Abstract

Technological, Pedagogical, and Content Knowledge framework is a set of knowledge showcasing how to become an effective teacher. Flexible teaching modalities are modes of teaching used in specific learning set-up, which includes Modular, Online, and Blended Teaching. The study aimed to measure the level of readiness of pre-service teachers based on the TPCK framework and flexible teaching modalities. Data gathering was conducted through a survey and a quantitative approach was utilized to analyze the collected data. Findings showed that Pre-service teachers exhibited readiness in their Technological, Pedagogical, and Content Knowledge, as well as in the different Flexible Teaching Modalities, but this can be further sustained and enhanced. Therefore, the researchers reflected on the data and came up with an action plan called Project TPACK addressing some indicators that had the lowest mean value. The level of acceptability was measured and gave a positive result after the implementation of the project. The researchers recommend for the adoption of Project TPACK by Teacher Education Institutions to upgrade and upskills the competencies of Pre-service Teachers.

Keywords – Pre-service teachers, Technological, Pedagogical, Content Knowledge (TPCK), readiness, flexible teaching, teaching modalities