



TIM: Adaptation Level of Technology Integration

This table contains the extended descriptors for Adaptation level on the Technology Integration Matrix (TIM).

At the Adaptation level, the teacher incorporates technology tools as an integral part of the lesson. While the teacher makes most decisions about technology use, the teacher guides the students in the independent use of technology tools. Students have a greater familiarity with the use of technology tools and have a more conceptual understanding of the tools than students at the Adoption level. They are able to work without direct procedural instruction from the teacher and begin to explore different ways of using the technology tools. Descriptors for typical student activity, teacher activity, and instructional settings for the Adaptation level are provided below.

<p>ACTIVE LEARNING <i>at the</i> Adaptation Level</p>	<p>Students. Students work independently with technology tools in conventional ways. Students are developing a conceptual understanding of technology tools and begin to engage with these tools.</p> <p>Teacher. The teacher chooses which technology tools to use and when to use them. Because the students are developing a conceptual and procedural knowledge of the technology tools, the teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools.</p> <p>Setting. Technology tools are available on a regular basis.</p>
<p>COLLABORATIVE LEARNING <i>at the</i> Adaptation Level</p>	<p>Students. Students independently use technology tools in conventional ways for collaboration. Students are developing a conceptual understanding of the use of technology tools for working with others.</p> <p>Teacher. The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.</p> <p>Setting. Desks and workstations are arranged so that multiple students can access technology tools simultaneously.</p>
<p>CONSTRUCTIVE LEARNING <i>at the</i> Adaptation Level</p>	<p>Students. Students begin to use technology tools independently to facilitate construction of meaning. With their growing conceptual understanding of the technology tools, students can explore the use of these tools as they are building knowledge.</p> <p>Teacher. The teacher has designed a lesson in which students' use of technology tools is integral to building an understanding of a concept. The teacher gives the students access to technology tools and guides them to appropriate resources.</p> <p>Setting. Technology tools that facilitate the construction of meaning are available to students for conventional uses.</p>
<p>AUTHENTIC LEARNING <i>at the</i> Adaptation Level</p>	<p>Students. Students begin to use technology tools on their own in activities that have meaning beyond the instructional setting.</p> <p>Teacher. The teacher creates instruction that purposefully integrates technology tools and provides access to information on community and world issues. The teacher directs the choice of technology tools but students use the tools on their own, and may begin to explore other capabilities of the tools.</p> <p>Setting. The setting includes access to information outside of school and primary source materials.</p>
<p>GOAL-DIRECTED LEARNING <i>at the</i> Adaptation Level</p>	<p>Students. Students have opportunities to independently use technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities. Students explore the use of the technology tools for these purposes.</p> <p>Teacher. The teacher selects the technology tools and clearly integrates them into the lesson. The teacher facilitates students independent use of the technology tools to set goals, plan, monitor progress, and evaluate outcomes. For example, in a given project, the teacher may select a spreadsheet program that students use independently to plan and monitor progress. The teacher may provide guidance in breaking down tasks.</p> <p>Setting. The setting includes access to technology tools (such as graphic organizers, calendars, spreadsheet software, and timeline software) for planning, monitoring progress, and evaluating outcomes.</p>