



# TIM: Entry Level of Technology Integration

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

At the Entry level, typically the teacher uses technology to deliver curriculum content to students. Entry level activities may include listening to or watching content delivered through technology or working on activities designed to build fluency with basic facts or skills, such as drill-and-practice exercises. In a lesson that includes technology use at the Entry level, the students may not have direct access to the technology. Decisions about how and when to use technology tools as well as which tools to use are made by the teacher. Descriptors for typical student activity, teacher activity, and instructional settings for the Entry level are provided below.

<p><b>ACTIVE LEARNING</b> <i>at the Entry Level</i></p>	<p><b>Students.</b> Students receive information from the teacher or from other sources. Students may be watching an instructional video on a website or using a computer program for “drill and practice” activities.</p> <p><b>Teacher.</b> The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The teacher may also have the students complete “drill and practice” activities on computers to practice basic skills, such as typing.</p> <p><b>Setting.</b> The setting is arranged for direct instruction and individual seat work. The students may have very limited and regulated access to the technology resources.</p>
<p><b>COLLABORATIVE LEARNING</b> <i>at the Entry Level</i></p>	<p><b>Students.</b> Students primarily work alone when using technology. Students may collaborate without using technology tools.</p> <p><b>Teacher.</b> The teacher directs students to work alone on tasks involving technology.</p> <p><b>Setting.</b> The setting is arranged for direct instruction and individual seat work.</p>
<p><b>CONSTRUCTIVE LEARNING</b> <i>at the Entry Level</i></p>	<p><b>Students.</b> Students receive information from the teacher via technology.</p> <p><b>Teacher.</b> The teacher uses technology to deliver information to students.</p> <p><b>Setting.</b> The setting is arranged so that all students can view the teacher’s presentation.</p>
<p><b>AUTHENTIC LEARNING</b> <i>at the Entry Level</i></p>	<p><b>Students.</b> Students use technology to complete assigned activities that are generally unrelated to the world beyond the instructional setting.</p> <p><b>Teacher.</b> The teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.</p> <p><b>Setting.</b> Resources available via technology in the instructional setting include primarily textbook supplementary material and reference books or websites, such as encyclopedias.</p>
<p><b>GOAL-DIRECTED LEARNING</b> <i>at the Entry Level</i></p>	<p><b>Students.</b> Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities.</p> <p><b>Teacher.</b> The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the students’ progress and sets goals for each student.</p> <p><b>Setting.</b> The setting includes access to skill-building websites and applications, including the ability to track student progress across levels.</p>