



TIM: Goal-Directed Learning

This table contains the extended descriptors for Goal-Directed Learning on the Technology Integration Matrix (TIM).

The Goal-Directed attribute describes the ways in which technology is used to set goals, plan activities, monitor progress, and evaluate results. This characteristic focuses on the extent to which technology facilitates, enables, or supports meaningful reflection and metacognition. Descriptors for typical student activity, teacher activity, and instructional settings for Goal-Directed learning are provided below.

Goal-Directed Learning <i>at the</i> ENTRY LEVEL	Goal-Directed Learning <i>at the</i> ADOPTION LEVEL	Goal-Directed Learning <i>at the</i> ADAPTATION LEVEL	Goal-Directed Learning <i>at the</i> INFUSION LEVEL	Goal-Directed Learning <i>at the</i> TRANSFORMATION LEVEL
<p>Students. 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>Teacher. 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>Setting. The setting includes access to skill building web-sites and applications, including the ability to track student progress across levels.</p>	<p>Students. Students follow procedural instructions to use technology to either plan, monitor, or evaluate an activity. For example, students may begin a K-W-L chart using concept mapping application.</p> <p>Teacher. The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, The teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.</p> <p>Setting. The setting includes access to technology tools that allow students to plan, monitor, and evaluate their work.</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>	<p>Students. Students regularly use technology tools to set goals, plan activities, monitor progress, and evaluate results. The students know how to use, and have access to, a variety of technologies from which they choose. For example, students may choose to write a blog for peer mentoring toward self-selected writing goals.</p> <p>Teacher. The teacher creates a learning context in which students regularly use technology tools for planning, monitoring, and evaluating learning activities. The teacher facilitates students' selection of technology tools.</p> <p>Setting. The setting includes access to a variety of technology tools for planning in sufficient quantities to meet the needs of all students.</p>	<p>Students. Students engage in ongoing metacognitive activities at a level that may have been unattainable without the support of technology tools. Students are empowered to extend the use of technology tools and have greater ownership and responsibility for learning.</p> <p>Teacher. The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning.</p> <p>Setting. The setting includes access to a wide variety of technology tools and robust access to online resources for all students simultaneously.</p>