








Constructing the Technology Integration Matrix



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Five Characteristics of Meaningful Learning Environments



Active Learning



Goal-Directed Learning



Collaborative Learning

Authentic Learning

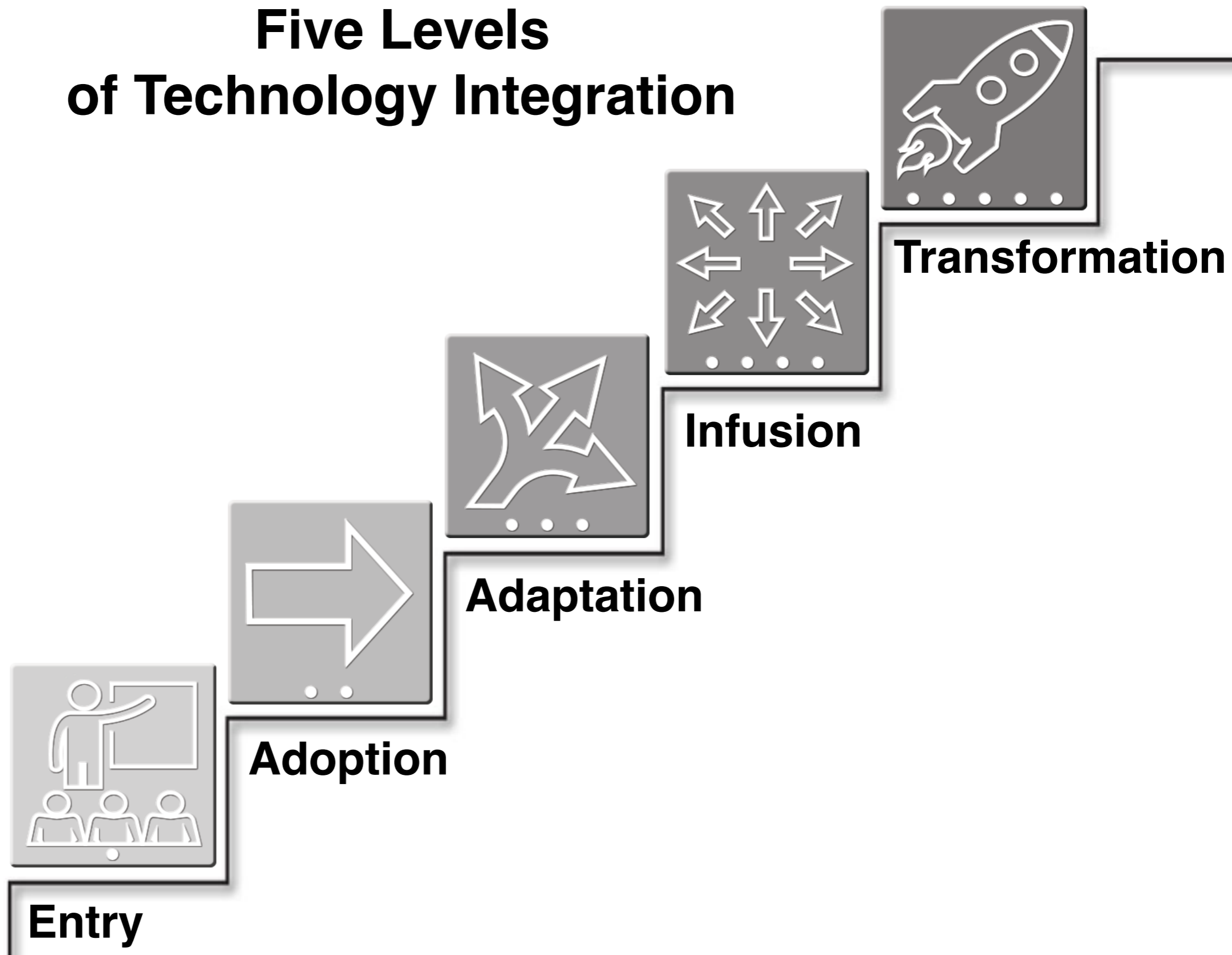


Constructive Learning




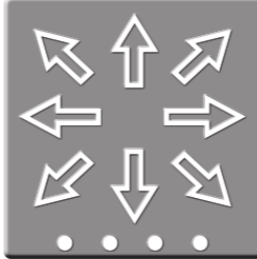










Five Levels of Technology Integration





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|---|---|--|--|---|---|
|  | Active Entry Information passively received | Active Adoption Conventional, procedural use of tools | Active Adaptation Conventional independent use of tools; some student choice and exploration | Active Infusion Choice of tools and regular, self-directed use | Active Transformation Extensive and unconventional use of tools |
|  | Collaborative Entry Individual student use of tools | Collaborative Adoption Collaborative use of tools in conventional ways | Collaborative Adaptation Collaborative use of tools; some student choice and exploration | Collaborative Infusion Choice of tools and regular use for collaboration | Collaborative Transformation Collaboration with peers and outside resources in ways not possible without technology |
|  | Constructive Entry Information delivered to students | Constructive Adoption Guided, conventional use for building knowledge | Constructive Adaptation Independent use for building knowledge; some student choice and exploration | Constructive Infusion Choice and regular use for building knowledge | Constructive Transformation Extensive and unconventional use of technology tools to build knowledge |
|  | Authentic Entry Use unrelated to the world outside of the instructional setting | Authentic Adoption Guided use in activities with some meaningful context | Authentic Adaptation Independent use in activities connected to students' lives; some student choice and exploration | Authentic Infusion Choice of tools and regular use in meaningful activities | Authentic Transformation Innovative use for higher order learning activities in a local or global context |
|  | Goal-Directed Entry Directions given; step-by-step task monitoring | Goal-Directed Adoption Conventional and procedural use of tools to plan or monitor | Goal-Directed Adaptation Purposeful use of tools to plan and monitor; some student choice and exploration | Goal-Directed Infusion Flexible and seamless use of tools to plan and monitor | Goal-Directed Transformation Extensive and higher order use of tools to plan and monitor |



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