Notes on These Slides

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The Technology Integration Matrix: Introducing the Five Characteristics
### Levels of Technology Integration

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Level</strong></td>
<td>The teacher begins to use technology tools to deliver curriculum content to students.</td>
</tr>
<tr>
<td><strong>Adoption Level</strong></td>
<td>The teacher directs students in the conventional and procedural use of technology tools.</td>
</tr>
<tr>
<td><strong>Adaptation Level</strong></td>
<td>The teacher facilitates students in exploring and independently using technology tools.</td>
</tr>
<tr>
<td><strong>Infusion Level</strong></td>
<td>The teacher provides the learning context and the students choose the technology tools to achieve the outcome.</td>
</tr>
<tr>
<td><strong>Transformation Level</strong></td>
<td>The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.</td>
</tr>
</tbody>
</table>

### Characteristics of the Learning Environment

| Active Learning        | Students are actively engaged in using technology as a tool rather than passively receiving information from the technology. |
| Collaborative Learning | Students use technology tools to connect new information to their prior knowledge rather than working individually at all times. |
| Constructive Learning  | Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments. |
| Authentic Learning     | Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments. |
| Goal-Directed Learning | Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection. |

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Five Characteristics of the Learning Environment

Each row of the Technology Integration Matrix represents one of the five characteristics:

- Active Learning
- Collaborative Learning
- Constructive Learning
- Authentic Learning
- Goal-Directed Learning.
Characteristics of a Meaningful Learning Environment

Active
Collaborative
Constructive
Authentic
Goal-Directed
Characteristics of a Meaningful Learning Environment

Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.

- **ENTRY LEVEL:** Information passively received
- **ADOPTION LEVEL:** Conventional, procedural use of tools
- **ADAPTATION LEVEL:** Conventional independent use of tools; some student choice and exploration
- **INFUSION LEVEL:** Choice of tools and regular, self-directed use
- **TRANSFORMATION LEVEL:** Extensive and unconventional use of tools
Characteristics of a Meaningful Learning Environment

**Collaborative**

- **ENTRY LEVEL:** Individual student use of tools
- **ADOPTION LEVEL:** Collaborative use of tools in conventional ways
- **ADAPTATION LEVEL:** Collaborative use of tools; some student choice and exploration
- **INFUSION LEVEL:** Choice of tools and regular use for collaboration
- **TRANSFORMATION LEVEL:** Collaboration with peers and outside resources in ways not possible without technology

Students use technology tools to collaborate with others rather than working individually at all times.
Characteristics of a Meaningful Learning Environment

**Constructive**

- **Entry Level:** Information delivered to students
- **Adoption Level:** Guided, conventional use for building knowledge
- **Adaptation Level:** Independent use for building knowledge; some student choice and exploration
- **Infusion Level:** Choice and regular use for building knowledge
- **Transformation Level:** Extensive and unconventional use of technology tools to build knowledge

Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.
Characteristics of a Meaningful Learning Environment

Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.

- **ENTRY LEVEL:** Use unrelated to the world outside of the instructional setting
- **ADOPTION LEVEL:** Guided use in activities with some meaningful context
- **ADAPTATION LEVEL:** Independent use in activities connected to students' lives; some student choice and exploration
- **INFUSION LEVEL:** Choice of tools and regular use in meaningful activities
- **TRANSFORMATION LEVEL:** Innovative use for higher order learning activities in a local or global context
Characteristics of a Meaningful Learning Environment

**Goal-Directed**

Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.

**Entry Level:**
- Directions given; step-by-step task monitoring

**Adoption Level:**
- Conventional and procedural use of tools to plan or monitor

**Adaptation Level:**
- Purposeful use of tools to plan and monitor; some student choice and exploration

**Infusion Level:**
- Flexible and seamless use of tools to plan and monitor

**Transformation Level:**
- Extensive and higher order use of tools to plan and monitor
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