



# 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><i>Information passively received</i></b>  <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.  <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.  <b>Setting.</b> The setting is arranged for direct instruction and individual work. Any student access to technology resources is limited and highly regulated.</p>
<p><b>COLLABORATIVE LEARNING</b> <i>at the Entry Level</i></p>	<p><b><i>Individual student use of technology tools</i></b>  <b>Students.</b> Students primarily work alone when using technology. Students may collaborate without using technology tools.  <b>Teacher.</b> The teacher directs students to work alone on tasks involving technology.  <b>Setting.</b> The setting is arranged for direct instruction and individual work.</p>
<p><b>CONSTRUCTIVE LEARNING</b> <i>at the Entry Level</i></p>	<p><b><i>Information delivered to students</i></b>  <b>Students.</b> Students receive information from the teacher via technology.  <b>Teacher.</b> The teacher uses technology to deliver information to students.  <b>Setting.</b> The setting allows the teacher to present content to all students.</p>
<p><b>AUTHENTIC LEARNING</b> <i>at the Entry Level</i></p>	<p><b><i>Technology use unrelated to the world outside of the instructional setting</i></b>  <b>Students.</b> Students use technology to complete assigned activities that are generally unrelated to the world beyond the instructional setting.  <b>Teacher.</b> The teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.  <b>Setting.</b> Available resources, chosen by the teacher, are predominately textbook or textbook-like sources, whether digital or print. They are generally used without making connections to a real-world context or to the students’ personal lives.</p>
<p><b>GOAL-DIRECTED LEARNING</b> <i>at the Entry Level</i></p>	<p><b><i>Directions given; step-by-step task monitoring</i></b>  <b>Students.</b> Students may receive directions, guidance, and/or feedback via technology.  <b>Teacher.</b> The teacher gives students directions and monitors step-by-step completion of tasks. The teacher sets goals for students and monitors their progress.  <b>Setting.</b> The setting may include technology tools that allow students to demonstrate skill development and allow tracking of student progress across levels.</p>