TIM: Infusion Level of Technology Integration

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

At the Infusion level, a range of different technology tools are integrated flexibly and seamlessly into teaching and learning. Technology tools are available to meet the needs of all students. Students are able to make informed decisions about when and how to use different tools. The instructional focus is on student learning and not on the technology tools themselves. For this reason, Infusion level work typically occurs after teachers and students have experience with a particular technology tool. The teacher guides students to make decisions about when and how to use technology. Descriptors for typical student activity, teacher activity, and instructional settings for the Infusion level are provided below.

ACTIVE LEARNING *at the* **Infusion Level**

Choice of tools and regular, self-directed use

Students. Students understand how to use many types of technology tools, are able to select tools for specific purposes, and use them regularly.

Teacher. The teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed.

Setting. Multiple technology tools are available to meet the needs of all students.

COLLABORATIVE LEARNING *at the* **Infusion Level**

Choice of tools and regular use for collaboration

Students. Technology use for collaboration by students is regular and normal in this setting. Students choose the best tools to use to accomplish their work.

Teacher. The teacher fosters a collaborative learning environment and supports students' meaningful choices in their selection of technology tools for collaboration.

Setting. Technology tools that allow for collaboration are always available to meet the needs of all students

CONSTRUCTIVE LEARNING *at the* **Infusion Level**

Choice and regular use for building knowledge

Students. Students consistently have opportunities to select technology tools and use them in the way that best facilitates their construction of understanding.

Teacher. The teacher consistently allows students to select technology tools to use in building an understanding of a concept. The teacher provides a context in which technology tools are seamlessly integrated into a lesson, and is supportive of student autonomy in choosing the tools and when they can best be used to accomplish the desired outcomes.

Setting. The setting includes a variety of technology tools and access to rich online resources to meet the needs of all students.

AUTHENTIC LEARNING *at the* **Infusion Level**

Choice of tools and regular use in meaningful activities

Students. Students select appropriate technology tools to complete activities that have a meaningful context beyond the instructional setting. Students regularly use technology tools, and are comfortable in choosing and using the tools in the most meaningful way for each activity.

Teacher. The teacher encourages students to use technology tools to make connections to the world outside of the instructional setting, and to their lives and interests. The teacher provides a learning context in which students regularly use technology tools and have the freedom to choose the tools that, for each student, best match the task.

Setting. The setting provides a variety of technology tools and ongoing, independent access to a broad range of information, data, and source materials beyond the instructional setting. This access facilitates student pursuit of individual interests and emerging topics.

GOAL-DIRECTED LEARNING *at the* **Infusion Level**

Flexible and seamless use of technology tools to plan and monitor

Students. Students regularly use technology independently to set goals, plan activities, monitor progress, evaluate results, and reflect upon learning activities. The students may choose from a variety of technologies when working on self-directed goals.

Teacher. The teacher creates a learning context in which students regularly use technology tools to set goals, plan, monitor, evaluate outcomes, and reflect upon learning activities. The teacher facilitates students' choice and independent use of technology tools to accomplish these tasks.

Setting. The setting includes a rich variety of technology tools to allow students many choices in how they set goals, plan, monitor, evaluate, and reflect upon their work.