TIM: Table of Summary Descriptors

This table contains the summary descriptors for each cell of the Technology Integration Matrix (TIM).

The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal-directed. These characteristics are associated with five levels of technology integration: entry, adoption, adaptation, infusion, and transformation. Together, the five characteristics of meaningful learning environments and five levels of technology integration create a matrix of 25 cells, as illustrated below.

CHARACTERISTICS OF THE LEARNING ENVIRONMENT ↓ / LEVELS OF TECHNOLOGY INTEGRATION →	**ENTRY LEVEL** The teacher begins to use technology tools to deliver curriculum content to students.	**ADOPTION LEVEL** The teacher directs students in the conventional and procedural use of technology tools.	**ADAPTATION LEVEL** The teacher facilitates the students' exploration and independent use of technology tools.	**INFUSION LEVEL** The teacher provides the learning context and the students choose the technology tools.	**TRANSFORMATION LEVEL** The teacher encourages the innovative use of technology tools to facilitate higher-order learning activities that may not be possible without the use of technology.
ACTIVE LEARNING Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Information passively received	Conventional, procedural use of tools	Conventional independent use of tools; some student choice and exploration	Choice of tools and regular, self-directed use	Extensive and unconventional use of tools
COLLABORATIVE LEARNING Students use technology tools to collaborate with others rather than working individually at all times.	Individual student use of technology tools	Collaborative use of tools in conventional ways	Collaborative use of tools; some student choice and exploration	Choice of tools and regular use for collaboration	Collaboration with peers, outside experts, and others in ways that may not be possible without technology
CONSTRUCTIVE LEARNING Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.	Information delivered to students	Guided, conventional use for building knowledge	Independent use for building knowledge; some student choice and exploration	Choice and regular use for building knowledge	Extensive and unconventional use of technology tools to build knowledge
AUTHENTIC LEARNING Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	Technology use unrelated to the world outside of the instructional setting	Guided use in activities with some meaningful context	Independent use in activities connected to students' lives; some student choice and exploration	Choice of tools and regular use in meaningful activities	Innovative use for higher-order learning activities connected to the world beyond the instructional setting
GOAL-DIRECTED LEARNING Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Directions given; step-by-step task monitoring	Conventional and procedural use of tools to plan or monitor	Purposeful use of tools to plan and monitor; some student choice and exploration	Flexible and seamless use of tools to plan and monitor	Extensive and higher-order use of tools to plan and monitor

The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida, College of Education. For more information, example videos, and related professional development resources, visit **http://mytechmatrix.org**.