

# Build-A-Matrix PD Activity

- Print one copy of this 3-page PDF for each participant or each group. Since you will need to keep each deck of 25 cards separate, you may wish to print each 3-page copy on a different color paper or cover stock.
- Cut along the dotted lines to create a deck of 25 cards.
- Within each characteristic, the order of the cards in this PDF is already shuffled.
- Ask teachers to arrange the five cards for each characteristic (Active, Collaborative, Constructive, Authentic, and Goal-Directed) in order from lower to higher levels of technology integration. You may wish to suggest that they consider the shift from simple to complex use of technology; the shift from teacher ownership of learning to student ownership of learning; the shift from procedural understanding of the tech to conceptual understanding of the tech; and the shift from conventional to innovative use of technology tools.
- Teachers should then have the opportunity to explain their choices to their partner, group, or the whole class.

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Information passively received



Choice of tools and regular, self-directed use



Conventional independent use of tools; some student choice and exploration



Extensive and unconventional use of tools




Conventional, procedural use of tools



Collaborative use of tools in conventional ways




Individual student use of technology tools

 Collaborative Learning



Collaboration with peers, outside experts, and others in ways that may not be possible without technology

 Collaborative Learning




Choice of tools and regular use for collaboration

 Collaborative Learning



Collaborative use of tools; some student choice and exploration

 Constructive Learning



Independent use for building knowledge; some student choice and exploration

 Constructive Learning



Guided, conventional use for building knowledge

 Constructive Learning



Extensive and unconventional use of technology tools to build knowledge

 Constructive Learning



Choice and regular use for building knowledge

 Constructive Learning



Information delivered to students

 Authentic Learning



Technology use unrelated to the world outside of the instructional setting

Innovative use for higher-order learning activities connected to the world beyond the instructional setting

Guided use in activities with some meaningful context

Choice of tools and regular use in meaningful activities

Independent use in activities connected to students' lives; some student choice and exploration

Conventional and procedural use of tools to plan or monitor

Purposeful use of tools to plan and monitor; some student choice and exploration

Extensive and higher-order use of tools to plan and monitor

Flexible and seamless use of tools to plan and monitor

Directions given; step-by-step task monitoring