

# Notes on These Slides

- This presentation was created by the Florida Center for Instructional Technology and is intended to be used by school and/or school district personnel for the benefit of teachers.
- This presentation is the copyrighted work of the Florida Center for Instructional Technology at the University of South Florida. It may be used in any non-commercial, educational project without special permission.
- If you find this resource helpful or have any suggestions for other presentations that would be useful to you, please contact us at [tim@fcit.us](mailto:tim@fcit.us).



# Constructing the Technology Integration Matrix






# Five Characteristics of Meaningful Learning Environments



**Active Learning**



**Goal-Directed Learning**

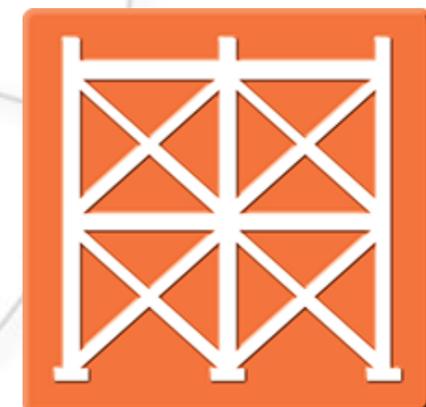


**Collaborative Learning**

**Authentic Learning**

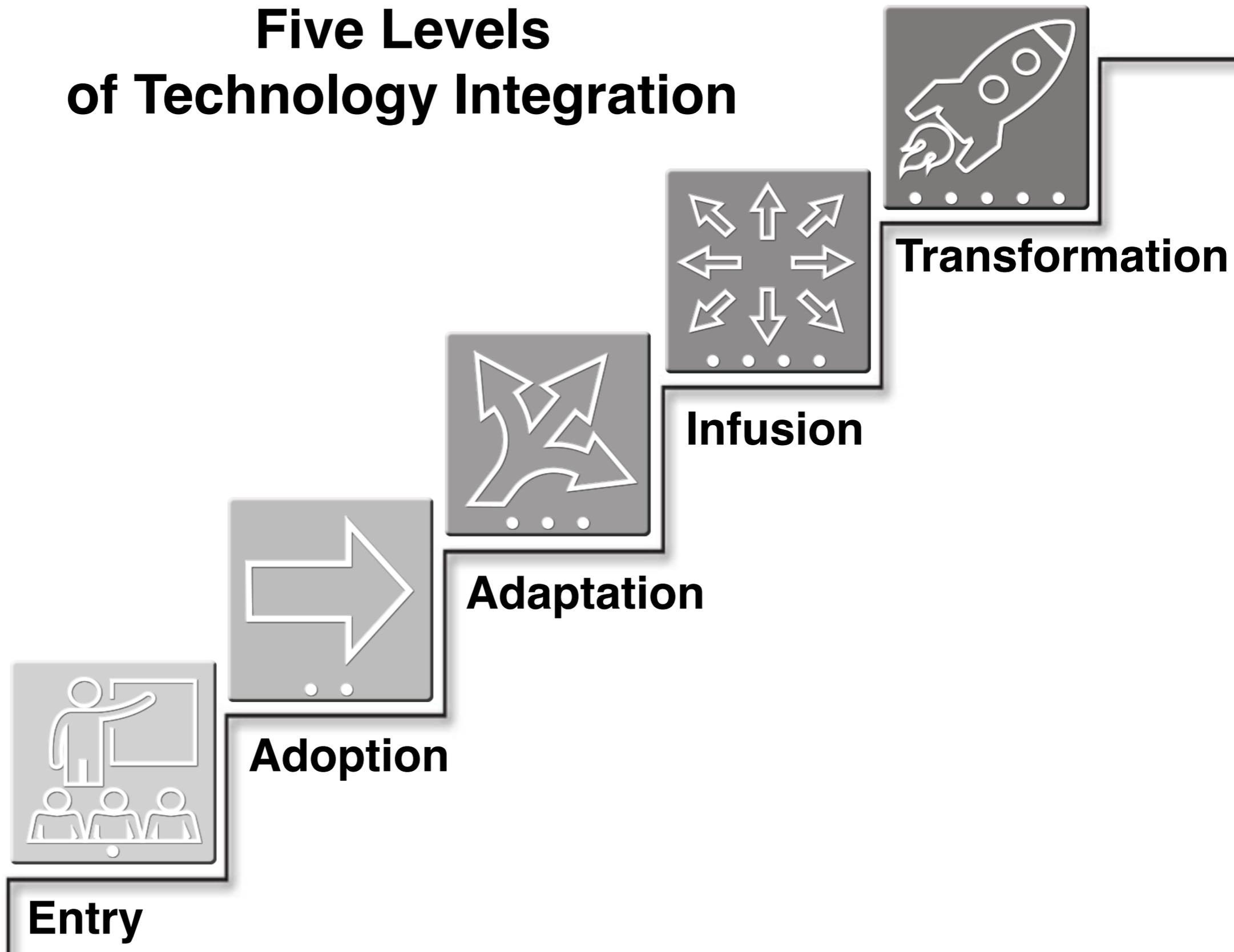
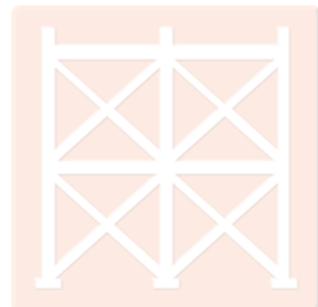


**Constructive Learning**





# Five Levels of Technology Integration





	<p><b>Active Entry</b> Information passively received</p>	<p><b>Active Adoption</b> Conventional, procedural use of tools</p>	<p><b>Active Adaptation</b> Conventional independent use of tools; some student choice and exploration</p>	<p><b>Active Infusion</b> Choice of tools and regular, self-directed use</p>	<p><b>Active Transformation</b> Extensive and unconventional use of tools</p>
	<p><b>Collaborative Entry</b> Individual student use of technology tools</p>	<p><b>Collaborative Adoption</b> Collaborative use of tools in conventional ways</p>	<p><b>Collaborative Adaptation</b> Collaborative use of tools; some student choice and exploration</p>	<p><b>Collaborative Infusion</b> Choice of tools and regular use for collaboration</p>	<p><b>Collaborative Transformation</b> Collaboration with peers, outside experts, and others in ways that may not be possible without technology</p>
	<p><b>Constructive Entry</b> Information delivered to students</p>	<p><b>Constructive Adoption</b> Guided, conventional use for building knowledge</p>	<p><b>Constructive Adaptation</b> Independent use for building knowledge; some student choice and exploration</p>	<p><b>Constructive Infusion</b> Choice and regular use for building knowledge</p>	<p><b>Constructive Transformation</b> Extensive and unconventional use of technology tools to build knowledge</p>
	<p><b>Authentic Entry</b> Technology use unrelated to the world outside of the instructional setting</p>	<p><b>Authentic Adoption</b> Guided use in activities with some meaningful context</p>	<p><b>Authentic Adaptation</b> Independent use in activities connected to students' lives; some student choice and exploration</p>	<p><b>Authentic Infusion</b> Choice of tools and regular use in meaningful activities</p>	<p><b>Authentic Transformation</b> Innovative use for higher-order learning activities connected to the world beyond the instructional setting</p>
	<p><b>Goal-Directed Entry</b> Directions given; step-by-step task monitoring</p>	<p><b>Goal-Directed Adoption</b> Conventional and procedural use of tools to plan or monitor</p>	<p><b>Goal-Directed Adaptation</b> Purposeful use of tools to plan and monitor; some student choice and exploration</p>	<p><b>Goal-Directed Infusion</b> Flexible and seamless use of tools to plan and monitor</p>	<p><b>Goal-Directed Transformation</b> Extensive and higher-order use of tools to plan and monitor</p>



# CREDITS

- All graphics are from the TIM graphics collection and are used under free classroom license. Retrieved from <https://fcit.usf.edu/matrix/resources/tim-graphics/>
- This presentation is the copyrighted work of the Florida Center for Instructional Technology at the University of South Florida. It may be may be used in any non-commercial, educational project without special permission.