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The Technology Integration Matrix: Introducing the Five Characteristics

Levels of Technology Integration



ENTRY

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.

Characteristics of the Learning Environment



ACTIVE LEARNING

Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.

Active Entry

Information passively received

Active Adoption

Conventional, procedural use of tools

Active Adaptation

Conventional independent use of tools; some student choice and exploration

Active Infusion

Choice of tools and regular, self-directed

Active Transformation

Extensive and unconventional use of tools



COLLABORATIVE LEARNING

Students use technology tools to collaborate with others rather than working individually at all times.

Collaborative Entry

Individual student use of technology tools

Collaborative Adoption

Collaborative use of tools in conventional ways

Collaborative Adaptation

Collaborative use of tools; some student choice and exploration

Collaborative Infusion

Choice of tools and regular use for collaboration

Collaborative Transformation

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.

Constructive Entry

Information delivered to students

Constructive Adoption

Guided, conventional use for building knowledge

Constructive Adaptation

Independent use for building knowledge; some student choice and exploration

Constructive Infusion

Choice and regular use for building knowledge

Constructive Transformation

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.

Authentic Entry

Technology use unrelated to the world outside of the instructional setting

Authentic Adoption

Guided use in activities with some meaningful context

Authentic Adaptation

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

Authentic Infusion

Choice of tools and regular use in meaningful activities

Authentic Transformation

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.

Goal-Directed Entry

Directions given; step-by-step task monitoring

Goal-Directed Adoption

Conventional and procedural use of tools to plan or monitor

Goal-Directed Adaptation

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

Goal-Directed Infusion

Flexible and seamless use of tools to plan and monitor

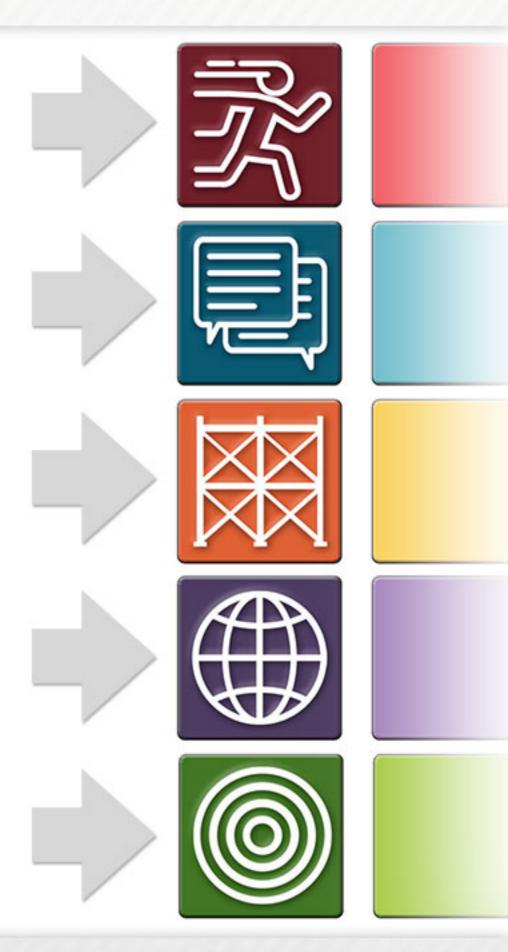
Goal-Directed Transformation

Extensive and higherorder use of tools to plan and monitor

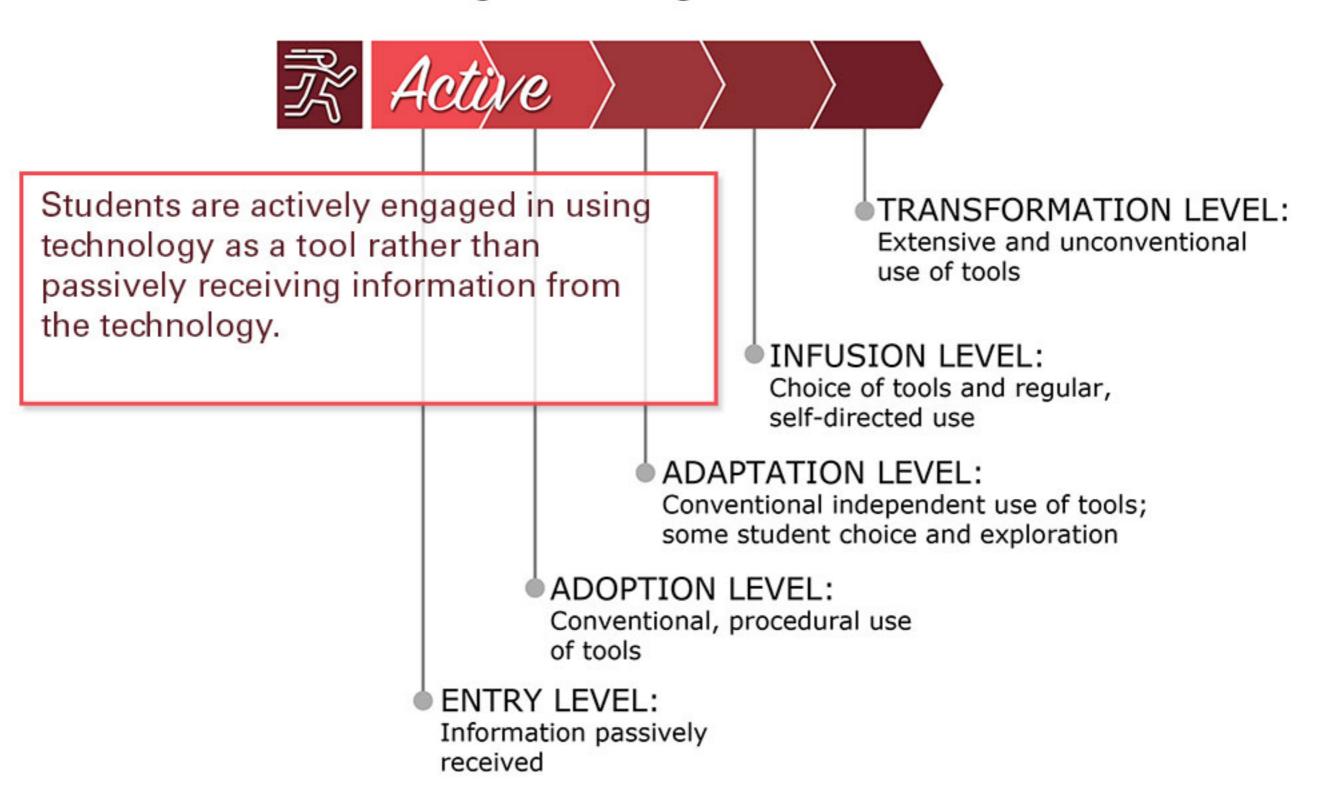
Five Characteristics of the Learning Environment

Each row of the Technology Integration Matrix represents one of the five characteristics:

- Active Learning
- Collaborative Learning
- Constructive Learning
- Authentic Learning
- Goal-Directed Learning.









Students use technology tools to collaborate with others rather than working individually at all times.

TRANSFORMATION LEVEL:

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

INFUSION LEVEL:

Choice of tools and regular use for collaboration

ADAPTATION LEVEL:

Collaborative use of tools; some student choice and exploration

ADOPTION LEVEL:

Collaborative use of tools in conventional ways

ENTRY LEVEL:

Individual student use of tools



Students use technology tools to connect new information to their prior knowledge rather than to passively receive information.

TRANSFORMATION LEVEL:

Extensive and unconventional use of technology tools to build knowledge

INFUSION LEVEL:

Choice and regular use for building knowledge

ADAPTATION LEVEL:

Independent use for building knowledge; some student choice and exploration

ADOPTION LEVEL:

Guided, conventional use for building knowledge

ENTRY LEVEL:

Information delivered to students



Students use technology tools to link learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.

TRANSFORMATION LEVEL:

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

INFUSION LEVEL:

Choice of tools and regular use in meaningful activities

ADAPTATION LEVEL:

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

ADOPTION LEVEL:

Guided use in activities with some meaningful context

ENTRY LEVEL:

Technology use unrelated to the world outside of the instructional setting



Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.

TRANSFORMATION LEVEL: Extensive and higher-order use of tools to plan and monitor

INFUSION LEVEL: Flexible and seamless use of tools to plan and monitor

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

ADOPTION LEVEL: Conventional and procedural use of tools to plan or monitor

ENTRY LEVEL: Directions given, step-by-step task monitoring

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