

Wall-Sized Technology Integration Matrix

Print this PDF on legal-sized paper to create a large Technology Integration Matrix (TIM). It's best to print on cover stock or other heavy weight paper if available.

Cut pages 2 and 3 along the dotted lines to create labels for the columns (levels of technology integration) and the rows (characteristics of a meaningful learning environment). Pages 4 through 28 are the summary indicators for each of the 25 cells of the TIM.

The result can be displayed on a wall of a professional development center.

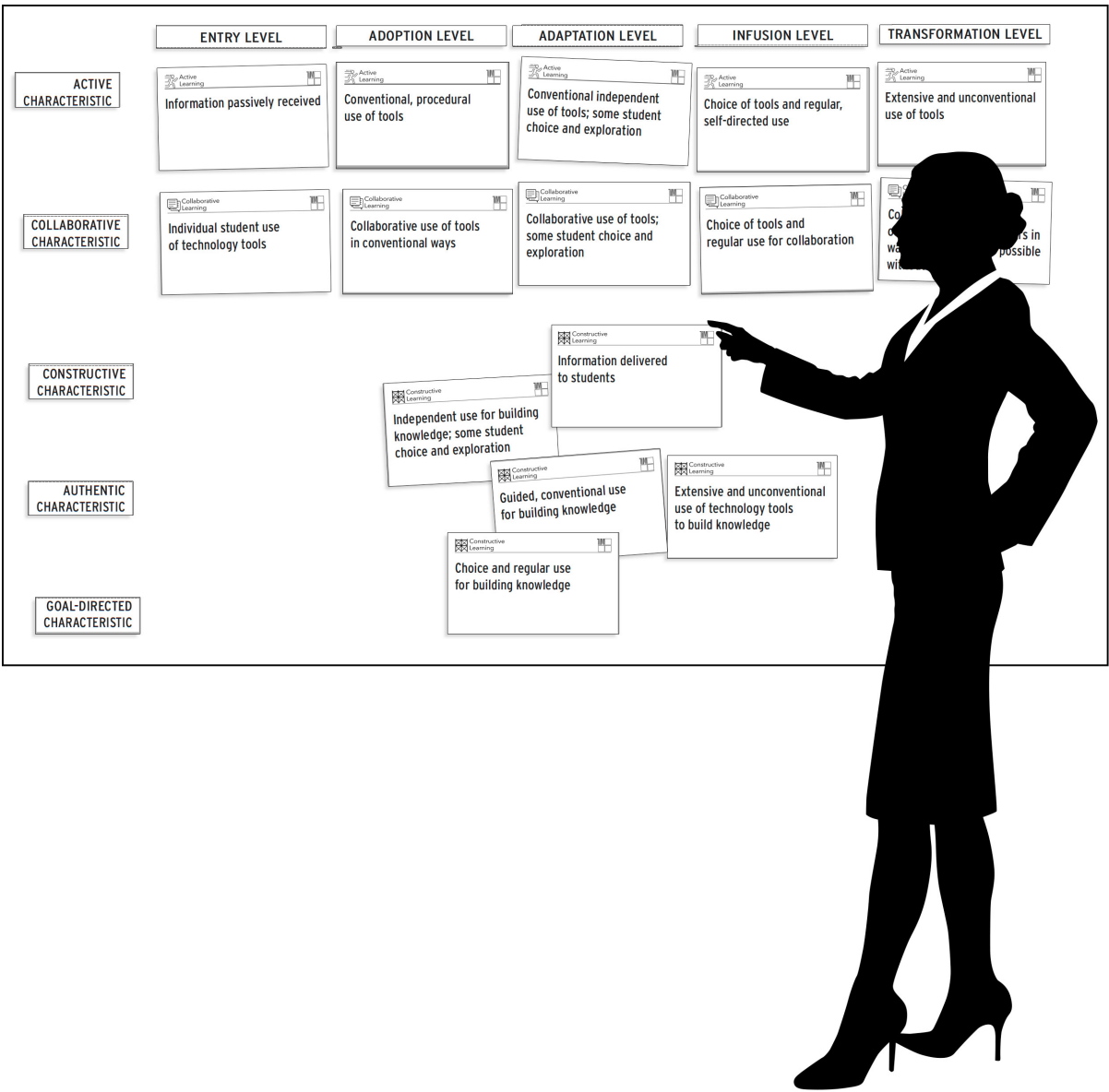
The printed pieces can also be used as a professional development activity if Velcro tabs or magnetic strips are applied to the backs of the sheets. The PD facilitator can pre-position the column and row labels and then display the five summary descriptors for any one of the characteristics and ask participants to place them in order from Entry Level to Transformation Level. Invite discussion as each row of descriptors is sorted and added to the Matrix. Working through the construction of the TIM will help teachers to understand the logic of the levels much better than simply handing out a chart to read.

As teachers are deciding the order of the descriptors, 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.

The TIM website also includes this activity as an individual [deck of cards](#) which can be printed for each participant in a PD session as well as an [on-line interactive version](#) for individual or group use. Visit FCIT.USF.EDU/MATRIX.

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ENTRY LEVEL

ADOPTION LEVEL

ADAPTATION LEVEL

INFUSION LEVEL

TRANSFORMATION LEVEL

ACTIVE
CHARACTERISTIC

COLLABORATIVE
CHARACTERISTIC

CONSTRUCTIVE
CHARACTERISTIC

AUTHENTIC
CHARACTERISTIC

GOAL-DIRECTED
CHARACTERISTIC

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

Individual student use of technology tools



Collaborative use of tools in conventional ways



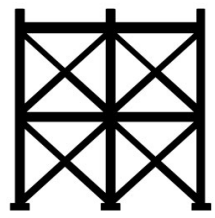
**Collaborative use of tools;
some student choice and
exploration**



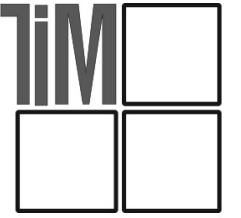
Choice of tools and regular use for collaboration



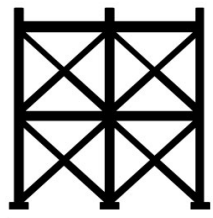
**Collaboration with peers,
outside experts, and others in
ways that may not be possible
without technology**



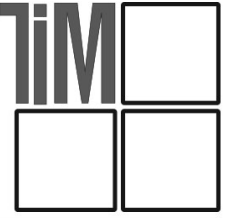
Constructive
Learning



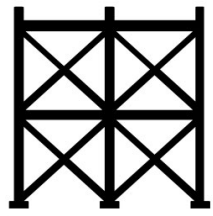
Information delivered to students



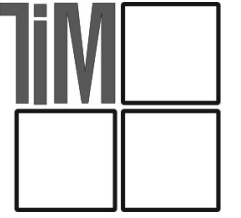
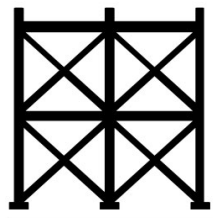
Constructive
Learning



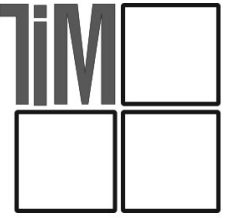
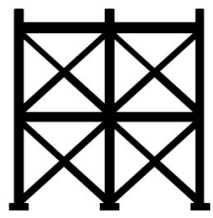
**Guided, conventional use
for building knowledge**



**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**



**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**

**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**