

## TECHNOLOGY INTEGRATION MATRIX (TIM) - Teachers

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of a Learning Environment	0	1	2	3	4
<b>A - Communicating</b>	0 - Students express their thoughts and ideas orally or in writing.	1 - Students communicate with the help of the recommended technology tool(s).	2 - Students communicate, taking the context into account and using various technology tools (e.g., text messages, tweets, e-mails, social media).	3 - Students communicate in a variety of contexts, with technology tools that they themselves have chosen, based on their effectiveness and usefulness.	4 - Students open up to the wider world and communicate in a variety of contexts on the web in order to inform and to share their opinions.
<b>Example 1</b> <i>Writing down thoughts</i>	Students write down their thoughts in their journals.	Students use word-processing software (e.g., Word) to record their thoughts.	Students write down their thoughts using various tools recommended by the teacher (e.g., Twitter, blog), and post them, hoping to elicit feedback from their peers.	Students choose the most suitable tool (e.g., Twitter, blog) with which to write down their thoughts and post them for the public to read.	Students write down their own thoughts in blogs, as well as those linked to other blogs, and they accept readers' comments, taking them into account in order to improve their work. Students communicate with experts (via videoconferencing, Skype, Twitter, for example), in order to deepen their knowledge of the topic under consideration.
<b>Example 2</b> <i>Construction of a Geometric Figure</i>	Students show how to create their drawings on paper.	Students use the designated presentation software to show how to create their drawings.	Students show how to create their drawings using various tools recommended by the teacher (e.g., PowerPoint, Prezi).	Students choose the most convenient tool for showing how to create their drawings.	Students post on the web the process used to create their drawings, accept comments from the general public, while also expressing their own thoughts about their peers' posts, and take the public's comments into account in an effort to improve their work.
<b>Example 3</b> <i>EAE1P [English, Grade 9, Applied]</i>	Students demonstrate their understanding of the elements of the plot outline, orally or in writing.	Students communicate their understanding, using a specific technology tool (e.g., word processor).	Students communicate their understanding, using various technology tools (e.g., choice of apps, blogs, social media).	Students communicate their understanding, using the most useful technology tools which they themselves have chosen.	Students communicate their understanding, with a goal of informing and sharing their opinions through a variety of technology tools.

<p><b>Example 4</b></p> <p><i>Solving Problems Involving Pythagoras' Theorem</i></p>	<p>Students transcribe notes about Pythagoras' theorem and solve problems with the help of a model.</p>	<p>Students use technology tools to solve problems involving Pythagoras' theorem.</p>	<p>As a preparatory step, students do Web searches on Pythagoras' theorem, and take ownership of certain models of proof.</p>	<p>Using models of proof of Pythagoras' theorem and the technology of their choice, students solve problems and explain their solutions.</p>	<p>Students solve problems involving Pythagoras' theorem, explain their solutions with the technology of their choice (e.g., Explain Everything, Educreations, ShowMe), and post them on the Web (e.g., on blogs, YouTube, Wiki), in order to elicit feedback.</p>
<p><b>Example 5</b></p> <p><i>English Novel Analysis</i></p>				<p>Students communicate in a variety of contexts (summarizing, critiquing and analyzing their novels), using technology tools that they themselves have chosen, based on their effectiveness and usefulness.</p>	
<p><b>Example 6</b></p> <p><i>Physical Education (Coach's Eye)</i></p>			<p>Students get organized, set objectives for themselves, plan, and monitor their progress, using the appropriate technology tool (Coach's Eye app).</p>		
<p><b>Example 7</b></p> <p><i>English/French Writing Process</i></p>			<p>Students direct their learning by evaluating themselves—their strengths and their challenges—throughout the writing process, with the help of a technology tool that facilitates collaboration</p>		

<p><b>Example 8</b></p> <p><i>Ancient History Research Project</i></p>					<p>Students researches the expansion of the Roman Empire, share their findings, and elicit feedback from their peers through social networks, all with the help of the technology tools of their choice.</p>
<p><b>Example 9</b></p> <p><i>English Research Project</i></p>				<p>Students do research and prepare presentations on the topic of a drug. They decide how to deliver the presentations with the help of technology tools suited to their research findings.</p>	
<p><b>Example 10</b></p> <p><i>English Opinion Pieces</i></p>					<p>Students produce opinion pieces, and share them by posting them on the class's Google+ Community page.</p>
<p><b>Example 11</b></p> <p><i>A Gamified ENG1D Course</i></p>				<p>In this gamified FRA1D course [<i>English Grade 9</i>], students communicate in a variety of contexts, using technology tools that they themselves have chosen, based on their effectiveness and usefulness.</p>	
<p><b>Example 12</b></p> <p><i>Passion-based Learning</i></p>					<p>Students choose topics that they are passionate about and on which they can have an impact at school, in the community, or on a global scale. They do searches or conduct their own investigations (surveys, interviews, etc.). They then present their findings via social media, YouTube, or the TED [Technology, Entertainment, Design] organization. Throughout the process, students can choose to use the technology that they consider to be the most effective.</p>

<b>Example 13</b>				Students communicate in a variety of contexts (preparing and implementing their science-fair projects), using technology tools that they themselves have chosen (Google Forms, websites, etc.), based on their effectiveness and usefulness.	
<b>Example 14</b>					Students communicate in a variety of contexts (in class, in the gym, in the weight-training room, etc.), using technology tools that they themselves have chosen (cell phones, tablets, etc.), based on their effectiveness and usefulness.