

TECHNOLOGY INTEGRATION MATRIX (TIM) - Teachers

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of a Learning Environment	0	1	2	3	4
E – Engaging in Self-directed Learning	0 – Students get organized and plan, with the help of certain tools.	1 - Students get organized, plan, and monitor their progress, using the recommended technology tool(s).	2 - Students get organized, set objectives for themselves, plan, and monitor their progress, using various technology tools.	3 - Students get organized, set objectives for themselves, plan, and monitor their progress, using effective and appropriate technology tools of their own choosing.	4 – Students choose various technology tools and strategies to help direct their learning, attain their objectives, and evaluate themselves throughout the learning process, with the aim of adjusting their strategies as needed.
Example 1 <i>Organizational Tools</i>	Students use their own digital devices to help themselves get organized for class.	Students use tools provided by the school to help themselves get organized (e.g., calendar, a notes and reminders utility).	Students explore and use the tools of their choice to help themselves get organized (e.g., e-mail, agenda, calendar).	The students and teacher interact by communicating (e.g., via e-mail, blogs, iAnnotate) and by participating in a forum, on the course website, at the time of formative evaluations.	Students do Internet searches to find and analyze applications that will allow them to direct their own learning.
Example 2 <i>Organizational Tools</i>	Students use their agendas to help themselves make to-do lists.	Students use the virtual homework board to be sure to complete all assigned tasks, and access it at any time in order to monitor their progress.	Students use the virtual homework board, the teacher’s repository for digital resources, and a technology tool to help them create their to-do lists.	Students use the tools at their disposal, including a means of communication for obtaining feedback (e.g., a blog or Twitter). Students establish priorities and associate deadlines with them.	Students create virtual portfolios, in order to self-direct their learning, develop their skills and determine next steps, obtain feedback, using various tools (e.g., Twitter, blogs, virtual learning environments–VLE’s), collect and prioritize comments, and improve their work.

<p>Example 3</p> <p><i>Physics</i></p>	<p>Students navigate the web, and become aware of the various types of software available to help them complete the required task.</p>	<p>Students do searches on modern physics, and evaluate various types of software designed to help them complete the task.</p>	<p>Students take a critical look at modern physics, and, along with their peers, identify a technology tool that will enable them to complete the task (e.g., a timeline).</p>	<p>Having taken a critical look at modern physics, students, along with their peers, identify important events, and prepare a timeline, as a team, with the help of a collaborative tool (e.g., http://www.tiki-toki.com/).</p>	<p>Students present their timeline to the teacher, as a group, and share it by posting it on the web (e.g., Time Glider, Read Think Write)</p>
<p>Example 4</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 organization. Throughout the process, students can choose to use the technology that they consider to be the most effective.</p>