

TECHNOLOGY INTEGRATION MATRIX (TIM) - Teachers

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of a Learning Environment	0	1	2	3	4
I – Engaging in Active Learning	0 - Students access course-related tasks and information with the help of technology.	1 - Students do practical and interactive exercises with the help of technology.	2 – Students actively engage in educational activities, and explore and use varied digital content to demonstrate their understanding and skills.	3 - Students create presentations, incorporating the use of various digital resources into their work, and then share their presentations to demonstrate their understanding and skills.	4 - As partners, students develop expertise in certain areas of research, create presentations, incorporating the use of various digital resources into their work, and then share their presentations to demonstrate their understanding and skills.
Example 1 <i>Collaboration</i>	Students consult their class notes when working on assignments and revising their work.	Students consult their course teachers' websites when working on assignments and revising their work.	Students use the resources put on line by their teachers (e.g., videos, images, websites), when working on assignments and revising their work.	Students communicate with their peers and/or teachers through discussion fora, and work collaboratively (e.g., using Google Docs, Office 365), when completing their assignments.	Students individually create technology resources for use by other students in the class.
Example 2 <i>Assemblies</i>	During assemblies, students watch animations produced by the teachers.	Students take part in assemblies by installing the sound system and presenting school activities, using software presentations (e.g., PowerPoint) prepared by the teachers.	Students film teaching activities in various classes and show them during student assemblies.	A group of students plans and organizes the editing of a video using various tools, and shows the video to students at several grade levels during an assembly.	At their own school and the feeder schools within the Board, students independently plan for and seek opportunities to create clips to be viewed during inter-school assemblies. The students use social media to share their productions within the Board.
Example 3 <i>Opinion Pieces</i>	Students write their opinion pieces on topics given to them by their teachers.	Students use certain technology resources to express their opinions and identify argumentative processes.	Students use various resources (e.g., YouTube, blogs) to deepen their knowledge of the topics and support the opinions that they have expressed.	Students use various means (e.g., Google Docs, Office 365) to express their arguments and react to those of their peers.	Students actively engage in the social media of their choice (e.g., blogs) to express their opinions, while still using argumentative processes.

<p>Example 4</p> <p><i>Chemistry</i></p>					<p>Students do searches of the various types of chemical reactions, choose one, write an overview of it, and incorporate a brief description of it into a collaborative document to be shared with the entire class. They must then perform the chemical reaction as a demonstration in the laboratory, and add the link of their [video] presentation to the collaborative document.</p>
<p>Example 5</p> <p><i>A Gamified Version of FRA1D</i></p>				<p>In this gamified ENG1D, students create presentations, incorporating the use of various digital resources into them. They then share their presentations to demonstrate their understanding and skills.</p>	
<p>Example 6</p> <p><i>International Law</i></p>					<p>As partners, students develop expertise in research on the United Nations, produce a book with the help of iBooks Author, and then share their book to demonstrate their understanding and skills.</p>
<p>Example 7</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>

Example 8				Students actively engage in their own learning, incorporating into the process the use of various digital resources (e.g. TodaysMeet, Poll Everywhere, Google Forms), thereby demonstrating their understanding and skills.	
Example 9				Students create presentations, incorporating into them the use of various digital resources (e.g., Doctopus for document sharing, Goobric for marking). They then share their presentations to demonstrate their understanding and skills.	

