

Levels of Technology Integration into the Curriculum

Entry

The teacher begins to use technology tools to deliver curriculum content to students.

Adoption

The teacher directs students in the conventional and procedural use of technology tools.

Adaptation

The teacher facilitates students in exploring and independently using technology tools.

Infusion

The teacher provides the learning context and the students choose the technology tools to achieve the outcome.

Transformation

The teacher encourages the innovative use of technology tools. Technology tools are used to facilitate higher order learning activities that may not have been possible without the use of technology.

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Active

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



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Information passively received

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Conventional, procedural use of tools

[...more](#)



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Conventional independent use of tools; some student choice and exploration

[...more](#)



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Choice of tools and regular, self-directed use

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Extensive and unconventional use of tools

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Collaborative

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



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Individual student use of tools

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Collaborative use of tools in conventional ways.

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Collaborative use of tools; some student choice and exploration

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Choice of tools and regular use for collaboration

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Collaboration with peers and outside resources in ways not possible without technology

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Constructive

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



Information delivered to students

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Guided, conventional use for building knowledge

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Independent use for building knowledge; some student choice and exploration

[...more](#)



Choice and regular use for building knowledge

[...more](#)



Extensive and unconventional use of technology tools to build knowledge

[...more](#)

Authentic

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



Use unrelated to the world outside of the instructional setting

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Guided use in activities with some meaningful context

[...more](#)



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

[...more](#)



Choice of tools and regular use in meaningful activities

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Innovative use for higher order learning activities in a local or global context

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Goal Directed

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



Directions given, step-by-step task monitoring

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Conventional and procedural use of tools to plan or monitor

[...more](#)



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

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Flexible and seamless use of tools to plan and monitor

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Extensive and higher order use of tools to plan and monitor

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