TECHNOLOGY INTEGRATION MATRIX (TIM) - Teachers

Key Aspects of a Learning Environment	SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
0	1	2	3	4
B - Collaborating	0 - Students complete structured tasks individually, with the help of technology.	1 - Students sometimes work as a team, in a structured manner, using the recommended technology tool(s).	2 - Students work together to complete a given task, using various technology tools.	3 - Students collaborate, using technology tools of their own choosing that facilitate collaboration in all aspects of their learning.	4 - Students spontaneously collaborate with their peers and experts from outside the school setting, with the help of technology tools.
Example 1 *Research Project*	Students do research individually at the computer lab or library.	With the help of a search engine, students do a search together.	With the help of a network of bookmarks (e.g., Diigo, Delicious, Symbaloo), students share links related to their research project, and write a document together, using the tools recommended by the teacher.	With the help of a network of bookmarks (e.g., Diigo, Delicious, Symbaloo), students use tools of their own choosing that enable them to share links related to their research project and write a single document collaboratively.	Students set up a community for communicating, setting deadlines, distributing tasks, as well as topics, and sharing all relevant documentation. Students also use a platform that gives them joint access to document drafts. Students appeal to everyone on a social network in an effort to find an effective tool that will help them create a timeline (e.g., Read Think Write, TikiToki, TimeG Glider).
Example 2 *Research Project*	Students each develop a research plan, using word-processing software.	Students work on a research plan together, using the tool recommended by the teacher (e.g., Word).	Students complete a research plan together, with the help of various tools (e.g., Google Docs, Office 365).	Students use a collaborative tool of their own choosing (e.g., Google Drawings, Popplet, MindMeister) to develop a research plan in the form of a spider web.	Students collaborate to develop their research plan, even after class time, with the help of technology tools (e.g., Google Hangouts, Skype).

Example 3 *Writing Process*	Students each write a prescribed text (e.g., report, story), using word-processing software.	Students write a prescribed text (e.g., report, story) as a team, using word-processing software and editing software (e.g., WhiteSmoke, Grammarly).	As a team, students work on the writing of a prescribed text, using various collaborative tools (e.g., Google Docs, Prezi, Office 365).	As a team, students work on the writing of a prescribed text, taking their peers' feedback into account. They use a tool of their own choosing that allows them to collaborate effectively (e.g., Google Docs, Office 365).	Students work collaboratively, both as a team and with specialists, throughout the writing process (e.g., via Skype, blogs, Twitter).
Example 4 *Production of a Newspaper*	Students individually write historical newspaper articles (e.g., research, page layout, writing).	Students have the choice of working individually or as part of a team. The teacher recommends the technology tool to be used (e.g., Google Docs).	Students form teams within their classroom to complete a project. They choose technology tools recommended by the teacher.	The classroom group collaborates to produce an entire newspaper. Students share tasks (e.g., writing, images / graphics, page layout, editing), and choose the tools to be used, based on their relevance and effectiveness.	The classroom group collaborates with a classroom group from another school to produce a newspaper, in a format of the students' choosing (e.g., blog, website), and to elicit comments from other students with the aim of focusing on topics based on readers' interests or improving the product in general.
Example 5 *Collaboration with OneNote*				Students collaborate, using technology tools of their own choosing that facilitate collaboration in all aspects of their learning.	
Example 6 *A Gamified Version of ENG1D*				In this gamified ENG [*English* Grade 9], students collaborate, using techno-logy tools of their own choosing that facilitate collaboration in all aspects of their learning.	
Example 7 *Geography, Grade 9* *Impact of Natural Catastrophes*					Students collaborate with experts from outside the school setting, using technology tools of their own choosing (e.g., Skype, VoiceMemo, etc.).