TECHNOLOGY INTEGRATION MATRIX (TIM) - Teachers

		SUBSTITUTION/ EMBELLISHMENT	AUGMENTATION/ ENHANCEMENT	MODIFICATION/ INFUSION	REDEFINITION/ TRANSFORMATION
Key Aspects of a Learning Environment	**0**	**1**	**2**	**3**	**4**
F – Engaging in Real-life Learning Situations	0 - Students complete the assigned activities, which are generally isolated questions, with the help of technology.	1 - Students establish connections between concepts and real-life learning situations, using the recommended technology tool(s).	2 – Students solve problems based on real-life learning situations, using various technology tools.	3 - Students explore, take ownership of, and propose solutions to real-life learning situations, using effective, appropriate technology tools of their own choosing.	4 - To help broaden their global awareness, students take part in meaningful projects based on real-life learning situations, making the most of technology tools.
Example 1 ***Digital Footprints***	Students answer questions about digital footprints in writing.	Students answer a series of on-line questions about digital footprints.	Students use social networks to find information about digital footprints.	Students use social networks to learn about digital footprints.	After doing Internet searches, students outline to their peers the approaches they took and the information they found in order to help their peers become more aware of the importance and impact of digital footprints. They then invite their peers to consult various digital sources.
Example 2 ***Geography***	Students answer geography questions by doing Internet searches.	Students use the Internet to find examples of real-life situations that support their answers to geography questions.	Students present famous hiking spots, using various technology tools.	Assuming the role of travel agents, students choose and plan hiking- trip routes in a certain region, using various technology tools.	Students undertake a humanitarian project aimed at helping a population in need, use technology tools relevant to the cause and to the promotion of the project, and post the project on the web to elicit feedback.

Example 3 ***Science – Astronomy***	Students complete a chart pertaining to the various constellations and the apparent movement of the stars.	Students consult a map of the sky in order to identify the various constellations and determine their positions based on the time of year.	Students consult the web in order to construct a star finder, and sites such as Google Earth, in order to virtually study the positions of the stars based on the time of year.	Students use various apps, along with web-based resources, in order to determine, in real time, the positions of the constellations and the apparent movement of various stars.	With the help of the various resources at their disposal (web, apps, etc.), students study the apparent movement of the stars and consult experts (e.g., astronomers at the Mont-Mégantic observatory) in order to deepen their knowledge. In addition, students put their new-found knowledge into practice, holding evening observation sessions at home.
Example 4 ***Inspiralire and Inspire2Read***					To encourage reluctant readers to read more, students help set up an ever-evolving collection of books, to be added to gradually, over time, based on the students' varied interests and aptitudes.
Example 5 ***French, Grade 9, Applied*** ***Design-thinking Process***				In a design-thinking process, students explore, take ownership of, and propose solutions to the following problem: How can we encourage students to speak more in French.	
Example 6 ***Passion-based Learning***					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.