



LoTi Digital Age Survey

Welcome Demo User!

LEVELS OF TEACHING INNOVATION



LoTi Level 3: Infusion



Current Instructional Practices: Intensity 5



Personal Computer Use: Intensity 2

H.E.A.T. FRAMEWORK



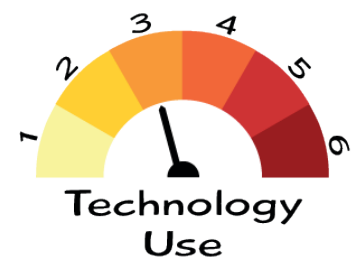
Students learning/questioning at the Analyzing level



Students collaborate to define the task, the process, and/or the solution



The learning experience focuses on students exploring/discussing real-world content connections



Teacher leads whole group learning with digital and/or environmental resources

OTHER FRAMEWORKS

Puentedura's SAM-R Framework

Modification*

Daggett's Rigor & Relevance

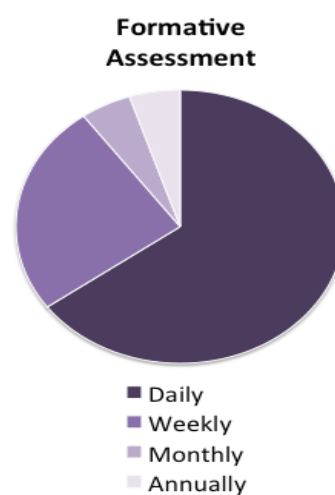
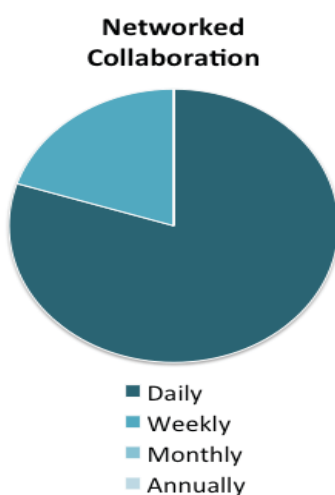
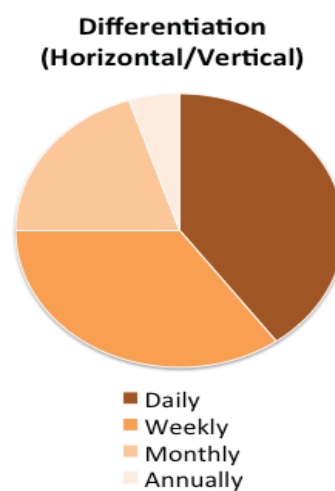
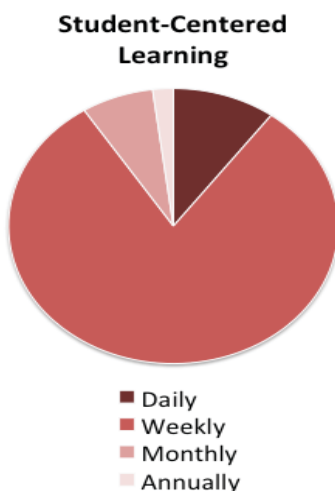
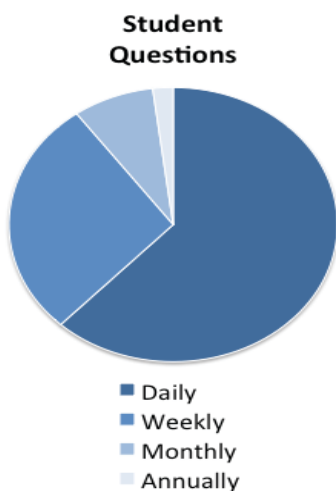
Quadrant C: Assimilation*

Webb's Depth of Knowledge

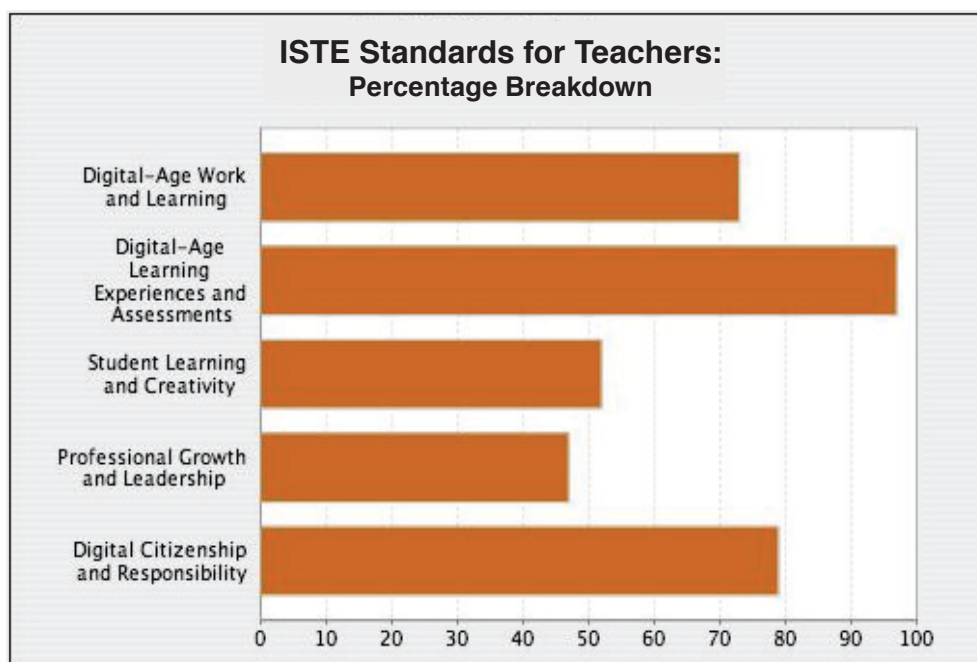
Level 3: Short-term Strategic Thinking*

* The framework levels listed represent LoTi's interpretation of your score's alignment to that specific framework. Each framework is the intellectual property of its respective researcher. For more information on the specific frameworks provided, access the links listed above.

DIGITAL AGE BEST PRACTICES



ISTE STANDARDS



For more detailed information about the ISTE Standards for Teachers and Administrators, visit the ISTE Standards website at: <http://www.iste.org/standards/iste-standards>



LoTi Digital Age Survey

Welcome Demo User!

MY LEVEL OF TEACHING INNOVATION



LoTi Level 3:
Infusion

The Level of Technology Implementation (LoTi) portion of the LoTi Digital Age Survey assesses the participant's level of implementing or supporting the instructional use of computers in the classroom.

At a Level 3 (Infusion), the instructional focus emphasizes student higher order thinking (e.g., Bloom Levels – analyzing, evaluating, creating; Webb's Levels – short-term strategic thinking) and teacher-directed problems. Though specific learning activities may lack authenticity, the instructional emphasis is, nonetheless, placed on higher levels of cognitive processing and in-depth treatment of the content using a variety of thinking skill strategies (e.g., problem-solving, decision-making). The concept attainment, inductive thinking, and scientific inquiry models of teaching are the norm and guide the types of products generated by students.

Digital and/or environmental resources are used by students and/or the teacher to execute teacher-directed tasks that emphasize higher levels of student cognitive processing relating to the content standards.

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Video	Case Studies	How to Prepare a Case Study
Article	Case Studies	Case Study-Based Learning
Video	Simulations	How to Build A Decision Simulation
Video	Simulations	Teaching Methods - Simulations
Article	Simulations	The Impact of Simulations on Higher Level Learning
Web Site	Educational Games	Training Games
Web Site	Educational Games	Educational Games
Web Site	Educational Games	Training Games, Ice Breakers, and Energizers
Video	Role Play	Corporate Role Play with Peers and Players
Video	Role Play	Role Play Example
Article	Role Play	Role Playing
Video	Problem-Based Learning	Digital Learning Design and Problem Based Learning
Web Site	Problem-Based Learning	What is Problem-Based Learning?
Web Site	Problem-Based Learning	Problem-Based Learning Faculty Institute
Web Site	Problem-Based Learning	Problem-Based Learning
Web Site	Problem-Based Learning	PBL@UD (Includes PBL Clearinghouse)
Video	Problem-Based Learning	Problem-Based Learning at Punahou School
Video	Problem-Based Learning	Problem-Based Learning for the 21st Century Classroom
Web Site	4MAT System	Individual Differences: The 4MAT System



LoTi Digital Age Survey

Welcome Demo User!

MY CURRENT INSTRUCTIONAL PRACTICES



Current Instructional Practices:
Intensity 5

The Current Instructional Practices (CIP) portion of the LoTi Digital Age Survey assesses the participant's current instructional practices relating to a subject-matter versus a learner-based based curriculum approach.

At a CIP Intensity Level 5, the participant's instructional practices tend to lean more toward a student-directed approach. The essential content embedded in the standards emerges based on students "need to know" as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions. Both students and teachers are involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed. The use of expanded horizontal and vertical differentiated strategies are present based on student interests, modality strengths, learning profile and/or readiness levels.

Although student-directed learning activities and evaluations are the norm, the use of teacher-directed activities (e.g., lectures, presentations, teacher-directed projects) may surface based on the nature of the content standards and at the desired level of student cognition. The use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Web Site	Project-Based Learning	Edutopia: Project Based Learning
Web Site	Project-Based Learning	Buck Institute for Education (BIE)
Web Site	Project-Based Learning	Project-Based Learning: Success Start to Finish
Video	Project-Based Learning	Project-Based Learning Explained
Video	Project-Based Learning	Project-Based Learning in an Elementary Science Classroom
Video	Project-Based Learning	Monkey Trial Project: 21st Century Skills
Video	Project-Based Learning	Project-Based Learning
Video	Project-Based Learning	Introduction to Project-Based Learning
Video	Project-Based Learning	Math and Molecules Matter
Web Site	Collaborative Projects	Center for Interactive Learning and Collaboration
Web Site	Collaborative Projects	ePals Global Community
Web Site	Collaborative Projects	GlobalSchoolNet.org



LoTi Digital Age Survey

Welcome Demo User!

MY PERSONAL COMPUTER USE



Personal Computer Use:
Intensity 2

The Personal Computer Use (PCU) portion of the LoTi Digital Age Survey assesses the participant's comfort and skill level with using computers and related technologies.

A PCU Intensity Level 2 indicates that the participant demonstrates little to moderate fluency with using digital tools and resources for student learning. Participants at Intensity Level 2 may occasionally browse the internet, use email, or use a word processor program; yet, may not have the confidence or feel comfortable using existing and emerging digital tools and resources beyond classroom management tasks (e.g., online grade book and attendance program) or substitution activities (e.g., accessing the Khan Academy website to introduce a standards-based math concept, administering an online test). Participants at this level are somewhat aware of copyright issues and maintain a cursory understanding of the impact of existing and emerging digital tools and resources on student learning.

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Web Site	Graphic Organizers	Spicy Nodes
Web Site	Graphic Organizers	Bubbl.us
Web Site	Graphic Organizers	Gliffy
Web Site	Graphic Organizers	Mindomo
Web Site	Graphic Organizers	Mind Meister
Web Site	Graphic Organizers	SpiderScribe
Web Site	Graphic Organizers	Exploratree
Web Site	Social Bookmarking	List.ly
Web Site	Social Bookmarking	Diigo
Web Site	Social Bookmarking	WebList
Web Site	Social Bookmarking	StumbleUpon
Web Site	Social Bookmarking	Delicious
Web Site	Culminating Project Tools	Prezi
Web Site	Culminating Project Tools	Animoto
Web Site	Culminating Project Tools	Creaza
Web Site	Culminating Project Tools	Ustream
Web Site	Culminating Project Tools	Masher
Web Site	Culminating Project Tools	TubeChop
Web Site	Culminating Project Tools	Weebly
Web Site	Culminating Project Tools	ToonDoo



LoTi Digital Age Survey

Welcome Demo User!

MY HIGHER ORDER THINKING LEVEL



Higher order thinking references the level of student cognition generated by students from the learning experience based on Bloom's taxonomy.

At a Higher Order Thinking level 5, students are analyzing their knowledge and the content.

The Higher Order Thinking rubric includes the following "look-fors":

- 1 = Students taking notes only; no questions asked
- 2 = Student learning/questioning at Remembering level
- 3 = Student learning/questioning at Understanding level
- 4 = Student learning/questioning at Applying level
- 5 = Student learning/questioning at Analyzing level**
- 6 = Student learning/questioning at Evaluating/Creating levels

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Web Site	Reflective Discovery	Marble Mania
Web Site	Reflective Discovery	Tower of Hanoi
Video	Staged Scenarios	Teaching Students to Work Together
Web Site	Surveys/Questionnaires	IQ Test
Web Site	Surveys/Questionnaires	Personal Learning Style
Web Site	Surveys/Questionnaires	Personality Test
Web Site	Surveys/Questionnaires	Drive of Your Life Interest Inventory
Web Site	Surveys/Questionnaires	School Climate Surveys
Web Site	Current Events	Education Place: Current Events
Web Site	Current Events	Scholastic News Online
Web Site	Current Events	PBS Online News Hour
Video	Discrepant Events	Heat Conduction
Video	Discrepant Events	Dangerous Reputation
Web Site	Discrepant Events	Teaching Science with Discrepant Events
Web Site	Questioning Toolkit	A Questioning Toolkit
Article	Questioning Toolkit	A Must Have Questioning Toolkit for Teachers and Educators
Web Site	Questioning Toolkit	The Question is the Answer
Web Site	Triggered Brainstorming	25 Useful Brainstorming Strategies
Article	Triggered Brainstorming	The 7 All-Time Greatest Ideation Techniques
Web Site	Triggered Brainstorming	Boosting Brainstorming
Web Site	Quescussions	The Centre for Teaching & Learning: Quescussions
Web Site	Thesis Statements	Purdue OWL: Creating a Thesis Statement



LoTi Digital Age Survey

Welcome Demo User!

MY ENGAGED LEARNING LEVEL



Engaged Learning represents (1) the amount of complex thinking (e.g., problem-solving, decision-making, experimental inquiry) and (2) the degree of self-directed and collaborative learning occurring by students.

At a mean Engaged Learning level 5, students are collaborating to define the learning task, process, and/or solution within the classroom.

The Engaged Learning includes the following “look-fors”:

- 1 = Students report what they have learned only
- 2 = Students collaborate to report what they have learned with possible options
- 3 = Students solve a teacher-directed problem
- 4 = Students collaborate to solve a teacher-directed problem with possible options
- 5 = Students collaborate to define the task, the process, and/or the solution**
- 6 = Students collaborate to define the task, the process, and/or the solution; collaboration extends beyond the classroom

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Video	Student-Centered Learning	Student-Centered Learning (21st Century Education)
Video	Student-Centered Learning	Freedom Within Form: How Much is Too Much?
Video	Student-Centered Learning	Strategies for Student-Centered Discussion
Video	Student-Centered Learning	Representation of 70% Student-Centered Classroom
Video	Student-Centered Learning	Structure Learning with Essential Questions
Web Site	Online Collaborative Spaces	Edmodo
Web Site	Online Collaborative Spaces	DebateGraph
Web Site	Online Collaborative Spaces	Wikispaces
Web Site	Online Collaborative Spaces	Vyew
Web Site	Online Collaborative Spaces	TeamViewer
Web Site	Online Collaborative Spaces	Padlet
Article	Student Learning Communities	A New Model of Education – Designing Virtual Learning Communities for Creativity
Web Site	Student Learning Communities	ThinkQuest
Web Site	Student Learning Communities	Passport to Knowledge
Video	Student Learning Communities	Small Learning Communities of 150 Students
Video	Student Learning Communities	Student Learning Communities
Video	Action Engagement	Pick a Side: Warm-Up & Discuss
Video	Action Engagement	Passing Notes to Exchange Ideas



LoTi Digital Age Survey

Welcome Demo User!

MY AUTHENTIC CONNECTIONS LEVEL



Authentic Connections relate to students applying their learning to real world situations consistent with one or more 21st Century Themes (i.e., Global Awareness, Civic Literacy).

At a mean Authentic Connections level of 4, student learning experiences focus on students exploring and/or discussing content connections related to 21st Century Themes.

The Authentic Connections includes the following “look-fors”:

- 1 = The content of the learning experience is missing or too vague to determine relevance
- 2 = The learning experience represents a group of connected activities, but does not connect the content to the real world
- 3 = The learning experience emphasizes real-world content connections made by the teacher
- 4 = The learning experience focuses on students exploring/ discussing real-world content connections**
- 5 = The learning experience provides opportunity for students to apply their content understanding to a real world situation
- 6 = The learning experience involves students creating a product that has a real-world purpose beyond the classroom that directly impacts the students

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Web Site	Civic Literacy	270 to Win
Web Site	Civic Literacy	Rock the Vote
Lesson	Civic Literacy	Congressional Committees and the Legislative Process
Lesson	Civic Literacy	Crit Lit for Kids: From Critical Consciousness to Service Learning
Lesson	Civic Literacy	National Budget Simulation
Web Site	Global Awareness: Cultures	Global Awareness - Meet Your Global Neighbor
Web Site	Global Awareness: Cultures	ePals Global Community
Web Site	Global Awareness: Cultures	The Center for Global Education
Web Site	Global Awareness: Cultures	Global School Network
Web Site	Global Awareness: Environmentalism	The Futures Channel Environmental Video Library
Web Site	Global Awareness: Environmentalism	Watt Watchers
Web Site	Global Awareness: Environmentalism	eCybermission
Web Site	Global Awareness: Environmentalism	50 Simple Things Kids Can Do to Save the Earth
Web Site	Global Awareness: Environmentalism	Natural Resources Defense Council
Web Site	Health Literacy	Let's Move



LoTi Digital Age Survey

Welcome Demo User!

MY TECHNOLOGY USE LEVEL



Technology Use involves the critical use of digital tools and resources to extend or expand the effectiveness and efficiency of student learning.

At a mean Technology Use level 2, the use of digital and/or environmental resources is not needed for task completion.

The Technology Use rubric includes the following “look-fors”:

- 1 = Digital and/or environmental resources are (1) not available, (2) not used, or (3) not directly connected to the learning
- 2 = *Students’ use of digital and/or environmental resources appears to be an add-on or is not needed for task completion***
- 3 = Teacher leads whole group learning with digital and/or environmental resources
- 4 = Students use teacher-directed digital and/or environmental resources to accomplish learning outcomes
- 5 = Students use self-selected digital and/or environmental resources to accomplish learning outcomes
- 6 = Students use self-selected digital resources to accomplish learning outcomes beyond the use of conventional strategies

RECOMMENDED RESOURCES & STRATEGIES

Resource Type	Improvement Strategy	Name
Web Site	Networked Content Curation	Pinterest
Web Site	Networked Content Curation	Scoop It
Web Site	Networked Content Curation	Themeefy
Web Site	Networked Content Curation	Bag the Web
Web Site	Networked Content Curation	Pearl Trees
Web Site	Networked Content Curation	Evernote
Web Site	Networked Content Curation	Storify
Web Site	Networked Content Curation	Bundlr
Web Site	Intelligent Collaborative Filtering	GapMinder
Web Site	Intelligent Collaborative Filtering	FreeBase
Web Site	Intelligent Collaborative Filtering	InstaGrok
Web Site	Intelligent Collaborative Filtering	Wolfram Alpha
Web Site	Intelligent Collaborative Filtering	Visuwords
Article	Intelligent Collaborative Filtering	Collaborative Filtering: Lifeblood of the Social Web
Web Site	Blogging & Social Networking	Blogger
Web Site	Blogging & Social Networking	Edublogs
Web Site	Blogging & Social Networking	Twiducate
Web Site	Blogging & Social Networking	21 Classes Cooperative Learning