

Analysis grid of teaching activity scenario that uses IT to improve its effectiveness

	Don't know	Not at all	Very little	A little	A lot
1. Teachers are motivated by the activity.					
a. They perceive or anticipate benefits for their students:					
• They expect to see better academic results	-	0	1	2	3
• They expect to see better academic motivation	-	0	1	2	3
• They expect to see more in-depth learning	-	0	1	2	3
b. They perceive or anticipate benefits for their workload	-	0	1	2	3
c. They perceive or anticipate that they will be capable of learning to make effective use of techno-pedagogical tools (technology-based devices used in teaching)	-	0	1	2	3
2. The activity scenario is characterized by finely-tuned coordination between the teaching methods used and the objectives pursued.					
a. The objectives of the scripted activity are consistent with the course objectives	-	0	1	2	3
b. The objectives of the scripted activity are consistent with the program objectives	-	0	1	2	3
c. The teaching methods used are appropriate for the objectives of the activity	-	0	1	2	3
d. The methods and focuses of evaluation are helpful in verifying whether the objectives of the activity have been attained	-	0	1	2	3
NOTE: Choose question 3, 4 or 5 based on whether					
3. ...the teaching methods used in the scripted activity focus mainly on the transmission of content by assigning a reactive role to the student and assigning to the teacher the role of instructor, of specialist in the subject-matter;					
a. Techno-pedagogical tools lead to performance learning or facilitate training, the way educational games or drills can do	-	0	1	2	3
b. Techno-pedagogical tools have characteristics that stimulate motivation in students					
• Techno-pedagogical tools are differentiated and adaptive, so that they allow individual students to progress at their own rate, offering both challenges and successes at the same time	-	0	1	2	3
c. Techno-pedagogical tools are used mainly on an individual basis in the classroom or lab	-	0	1	2	3

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4. ... the teaching methods used in the scripted activity focus mainly on conscious proficiency in cognitive skills by assigning a proactive role to the student and assigning to the teacher the role of facilitator;					
a. Techno-pedagogical tools call on the students to use meta-cognition, to reflect on their learning strategies and methods, the way tutorials or intelligent simulators that provide feedback can do	-	0	1	2	3
b. Techno-pedagogical tools are used primarily on an individual basis in the classroom or lab, but outside these settings as well	-	0	1	2	3
5. ... the teaching methods used in the scripted activity focus mainly on the co-construction of socially meaningful knowledge by assigning an interactive role to the student and assigning to the teacher the role of moderator.					
a. Techno-pedagogical tools support collaborative learning, the way virtual training environments can do	-	0	1	2	3
• The teaching methods used are in keeping with a project-based approach or a problem-based approach	-	0	1	2	3
b. Techno-pedagogical tools provide access to outside resources and people (experts, mentors)	-	0	1	2	3
c. Techno-pedagogical tools are used to extend group activities outside the classroom or lab	-	0	1	2	3
6. The organizational conditions are favourable to the unfolding of the activity.					
a. The institution where the activity takes place has a plan for integrating IT into teaching	-	0	1	2	3
b. The institution assigns someone the role of techno-pedagogical consultant for a significant portion of that person's workload	-	0	1	2	3
c. The hardware and software used are appropriate for the techno-pedagogical tools used in the activity	-	0	1	2	3

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d. Users (teachers and students) have a sufficient level of competence or skill so that they can benefit from the techno-pedagogical tools used in the activity	-	0	1	2	3
<ul style="list-style-type: none"> • If the need arises, training in how to use the devices is provided 	-	0	1	2	3
e. Users (teachers and students) have access to support for technology-based teaching	-	0	1	2	3
f. If teachers are not very familiar with the teaching methods involved in the scenario, they benefit from pedagogical support	-	0	1	2	3
7. The techno-pedagogical tools used in the activity helps reduce sociocultural differences (sex, social class, ethno-cultural status) among those who use them.					
a. The activity proposes responsible civic use of the technologies	-	0	1	2	3
b. The activity helps bridge the gap between students' and teachers' ability to use the technologies	-	0	1	2	3