

Why It's Useful

The PICRAT Framework helps teachers:

- Look honestly at their current technology use
- Identify where there are opportunities for deeper thinking and engagement
- Intentionally choose technology that supports learning goals—not just because it's “new” or “fun.”



		Instructor's Use of Technology		
		R	A	T
		Replaces	Amplifies	Transforms
Student's Use of Technology	C Creative	CR	CA	CT
	I Interactive	IR	IA	IT
	P Passive	PR	PA	PT

PIC (Student Relationship): What is the student doing with the technology?

- **Passive (P):** The student is a **consumer of information**. They are using technology to simply receive content, such as watching a video, listening to a podcast, or viewing a PowerPoint lecture, reading online text.
- **Interactive (I):** The student is an active participant, **interacting with the content, a tool, or other learners**. Examples include simulations, online educational games, or collaborating with peers via a discussion board.
- **Creative (C):** The student is using technology as a tool to **create, design, or construct something new**. This requires higher-order thinking and results in a learning artifact, such as a video, a digital presentation, or a coded program.

RAT (Teacher's Impact): What role does the technology play in the lesson compared to what students could do without it?

- **Replacement (R):** The technology simply **replaces an old method without any significant functional improvement**. For example, using a digital worksheet instead of a paper one is a replacement.
- **Amplification (A):** The technology **enhances and improves the efficiency of a task**. It makes existing teaching practices better, faster, or more efficient, but does not fundamentally change the pedagogy. An example is using online collaborative documents to provide more efficient feedback on a paper.
- **Transformation (T):** The technology **enables entirely new pedagogical practices** that were not possible without it. This level represents the most innovative use of technology, fundamentally changing the learning experience. For instance, using web conferencing to interview an expert located in another country is a transformative use.