SAMR, In Context

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Augmenting Human Intellect & Learning Capacity

One-to-One Technologies
TO POLY :ANGLE :STEP
1. FORWARD :STEP
2. RIGHT :ANGLE
3. POLY :ANGLE :STEP
END

A Personal Computer for Children of All Ages

ON MAKING A THEOREM FOR A CHILD

a research center for augmenting human intellect

AS WE MAY THINK
Substitution
Tech acts as a direct tool substitute, with no functional change

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Modification
Tech allows for significant task redesign

Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Enhancement

Transformation
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Brief Lecture or Group Discussion (~10 minutes)

ConcepTest (~1-2 minutes)

Fewer than 30% of students answer correctly
The instructor revisits and explains the concept

Between 30-75% of students answer correctly
Peer Discussion: students try to convince each other (~2-3 minutes)

More than 75% of students answer correctly
The instructor explains remaining misconceptions

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<table>
<thead>
<tr>
<th>Social</th>
<th>Mobility</th>
<th>Visualization</th>
<th>Storytelling</th>
<th>Gaming</th>
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</thead>
<tbody>
<tr>
<td>200,000 years</td>
<td>70,000 years</td>
<td>40,000 years</td>
<td>17,000 years</td>
<td>8,000 years</td>
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</tbody>
</table>
Significant Challenges

**Institutional Barriers to Emerging Technologies**

**Demand for Personalized Learning**

**Blending of Formal and Informal Learning**

**Importance of Digital Media Literacy**

**Learning Activities Outside Classroom Walls**

**Learning that Incorporates Real Life Experiences**
• TPACK - *Technological Pedagogical Content Knowledge*. Online at: http://tpack.org
• AACTE (Eds.) *The Handbook of Technological Pedagogical Content Knowledge for Educators*. Routledge. (2008)