Models Into Practice: SAMR and the EdTech Quintet

Ruben R. Puente, Ph.D.
Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

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

Substitution
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[Images of archaeological findings related to each category]
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**Eurasian Collared-Dove**
Streptopelia decaocto
Locally common, exotic

12½–13 in. (32–33 cm)
Recent colonizer of N. America from Caribbean but native to Eurasia; rapidly increasing and spreading. Slightly chunkier than Mourning Dove, paler heigh, and with square-cut tail. Note narrow black ring on hindneck. Grayish undercall coverts. Three-toned wing pattern in flight.

**SPOTTED DOVE**
Streptopelia chinensis
Uncommon, local, exotic

12 in. (30–31 cm)
Note broad collar of black and white spots on hindneck. A bit larger than Mourning Dove; tail rounded with much white in corners. Juvenile: Lacks collar, but can be told by shape of spread tail.

**ROCK PIGEON (ROCK DOVE, DOMESTIC PIGEON)**
Columba livia
Common, exotic

12½ in. (32 cm)
Typical birds are gray with whitish rump, two black wing bars, and broad, dark tail band. Domestic stock or feral birds may have many color variants.
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<table>
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<th></th>
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<tbody>
<tr>
<td>Sept</td>
<td>40</td>
</tr>
<tr>
<td>Oct</td>
<td>32</td>
</tr>
<tr>
<td>Nov</td>
<td>30</td>
</tr>
<tr>
<td>Dec</td>
<td>20</td>
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<td>Jan</td>
<td>21</td>
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<td>Feb</td>
<td>25</td>
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<tr>
<td>Mar</td>
<td>27</td>
</tr>
<tr>
<td>Apr</td>
<td>32</td>
</tr>
<tr>
<td>May</td>
<td>45</td>
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![Bar chart showing Rock Pigeon data for each month from September to May]
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Formal Definition of **Game** (Salen & Zimmerman)

“A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.”
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Brief Lecture or Group Discussion
(~10 minutes)

ConcepTest
(~1-2 minutes)

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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

invert tree or Group Discussion (~10 minutes)
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Resources

- TPCK - Technological Pedagogical Content Knowledge. Online at: http://tpack.org
Hippalus

Blog: http://hippasus.com/rrpweblog/
Email: rubenrp@hippasus.com
Twitter: @rubenrp

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