Putting SAMR and the EdTech Quintet to Work

Ruben R. Puente, Ph.D.
Part 1 – The SAMR Model and the EdTech Quintet
**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**
Tech acts as a direct tool substitute, with no functional change
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![Image of skull](image1.jpg)

![Image of mobility artifact](image2.jpg)

![Image of visualization artifact](image3.jpg)

![Image of storytelling artifact](image4.jpg)

![Image of gaming artifact](image5.jpg)
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Images: Social - Neanderthal skull; Mobility - obsidian blade; Visualization - Venus of Willendorf; Storytelling - rock art; Gaming - bone carvings.
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Narrative sources; Narrative constraints

Pictorial vocabulary; Narrative transitions; Text/image integration

CDS Seven Elements; Montage structures

Narrative structures; Narrative flows

Ludic elements

Image Assembly → Sequential Art → Moving Image → Interactive Media → Interactive Fiction

Infinite Canvas

Narrative sources; Narrative constraints

Pictorial vocabulary; Narrative transitions; Text/image integration

CDS Seven Elements; Montage structures

Narrative structures; Narrative flows

Ludic elements
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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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Part 2 – Mobile Devices and the iPad
Curiosity Amplifier

Lively Sketchbook

Ubiquity, Intimacy, Embeddedness

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Visualizing the WCCS Core App Set
Part 3 – Workshop: SAMR in Action
SAMR: Framing Goals for Transformation
Choosing the First SAMR Ladder Project: Three Options

• **Your Passion:**
  • If you had to pick one topic from your class that best exemplifies why you became fascinated with the subject you teach, what would it be?

• **Barriers to Your Students’ Progress:**
  • Is there a topic in your class that a significant number of students get stuck on, and fail to progress beyond?

• **What Students Will Do In the Future:**
  • Which topic from your class would, if deeply understood, best serve the interests of your students in future studies or in their lives outside school?
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

More than 75% of students answer correctly

The instructor explains remaining misconceptions

Between 30-75% of students answer correctly

Peer Discussion:
students try to convince each other

(~2-3 minutes)

ConcepTest

(~1-2 minutes)
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The SAMR Ladder: Questions and Transitions

• **Substitution:**
  • What will I gain by replacing the older technology with the new technology?

• **Substitution to Augmentation:**
  • Have I added an improvement to the task process that could not be accomplished with the older technology at a fundamental level?
  • How does this feature contribute to my design?

• **Augmentation to Modification:**
  • How is the original task being modified?
  • Does this modification fundamentally depend upon the new technology?
  • How does this modification contribute to my design?

• **Modification to Redefinition:**
  • What is the new task?
  • Will any portion of the original task be retained?
  • How is the new task uniquely made possible by the new technology?
  • How does it contribute to my design?
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The PCK Question
Gersmehl: 
Teaching Geography – Four Cornerstones

• Location
  • Position in space

• Condition
  • Mix of natural & artificial features that give meaning to a location

• Links
  • Connections between places

• Region
  • Formal region: group of places with similar conditions
  • Functional region: group of places linked together by a flow
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Design From Expectations
Seymour Papert: Four Expectations

• **Expectation 1:** the scholastically unsuccessful group among the students will advance by several grade levels on standard achievement tests in mathematics and language. We shall, of course, confirm the significance of any such observation by comparison with a control group matched on a series of variables set up before the outset of the experiment.

• **Expectation 2:** observers will agree that the student in the experiment not only learned more than in a traditional class, but learned it in a more articulate, richer, more integrated way.

• **Expectation 3:** students will develop, or adapt concepts and metaphors derived from computers and use them not only as intellectual tools in the construction of models of such things as "number" and "theory" but also in elaborating models of their own cognitive processes. This will in turn have an impact on their styles of learning and problem-solving.

• **Expectation 4:** the use of computer metaphors by children will have effects beyond what is normally classed as "cognitive skill". We expect it will influence their language, imagery, games, social interactions, relationships, etc…
Measuring the Four Expectations

• **Expectation 1:** suitably designed formative/summative assessment rubrics will show improvement when compared to traditional instruction.

• **Expectation 2:** students will show more instances of work at progressively higher levels of Bloom's Taxonomy.

• **Expectation 3:** student work will demonstrate more – and more varied – critical thinking cognitive skills, particularly in areas related to the examination of their own thinking processes.

• **Expectation 4:** student daily life will reflect the introduction of the technology. This includes (but is not limited to) directly observable aspects such as reduction in student attrition, increase in engagement with civic processes in their community, and engagement with communities beyond their own.
“Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.”
### Wiliam: A Framework for Formative Assessment

#### Table of Framework Components

<table>
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<tr>
<th>Role</th>
<th>Where the learner is going</th>
<th>Where the learner is right now</th>
<th>How to get there</th>
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<tbody>
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<td>Teacher</td>
<td>1 Clarifying learning intentions and criteria for success</td>
<td>2 Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding</td>
<td>3 Providing feedback that moves learners forward</td>
</tr>
<tr>
<td>Peer</td>
<td>Understanding and sharing learning intentions and criteria for success</td>
<td>4 Activating students as instructional resources for one another</td>
<td></td>
</tr>
<tr>
<td>Learner</td>
<td>Understanding learning intentions and criteria for success</td>
<td>5 Activating students as the owners of their own learning</td>
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## Bloom's Taxonomy: Cognitive Processes

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<th>Anderson &amp; Krathwohl (2001)</th>
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<td><strong>Remember</strong></td>
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</table>
  • Recalling memorized knowledge  
  • Recognizing correspondences between memorized knowledge and new material |
| **Understand**              |  
  • Paraphrasing materials  
  • Exemplifying concepts, principles  
  • Classifying items  
  • Summarizing materials  
  • Extrapolating principles  
  • Comparing items |
| **Apply**                   |  
  • Applying a procedure to a familiar task  
  • Using a procedure to solve an unfamiliar, but typed task |
| **Analyze**                 |  
  • Distinguishing relevant/irrelevant or important/unimportant portions of material  
  • Integrating heterogeneous elements into a structure  
  • Attributing intent in materials |
| **Evaluate**                |  
  • Testing for consistency, appropriateness, and effectiveness in principles and procedures  
  • Critiquing the consistency, appropriateness, and effectiveness of principles and procedures, basing the critique upon appropriate tests |
| **Create**                  |  
  • Generating multiple hypotheses based on given criteria  
  • Designing a procedure to accomplish an untyped task  
  • Inventing a product to accomplish an untyped task |

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Marzano: Six Steps to Effective Vocabulary Instruction

Step 1: The Teacher Provides a Description, Explanation, or Example of the New Term

Step 2: Students Restate the Explanation of the New Term in Their Own Words

Step 3: Students Create a Nonlinguistic Representation of the Term

Step 4: Students Periodically Do Activities That Help Them Add to Their Knowledge of Vocabulary Terms

Step 5: Periodically Students Are Asked to Discuss the Terms with One Another

Step 6: Periodically Students Are Involved in Games That Allow Them to Play with the Terms
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• *iPad in Subway*: Takashi M

• *YouTube + iPad + Hanalei = Happiness*: Wayan Vota

• *Parcours-jeu multimedia : Les métiers du musée*: Jean-Pierre Dalbéra


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

• AACTE (Eds.) *The Handbook of Technological Pedagogical Content Knowledge for Educators*. Routledge. (2008)
Blog: http://hippasus.com/rrp weblog/
Email: rubenrp@hippasus.com
Twitter: @rubenrp

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