SAMR: Methods For Transforming the Classroom

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1. Framing Goals for Transformation

Choosing the First SAMR Ladder Project: Three Options

• Your Passion:

- subject you teach, what would it be?
- Barriers to Your Students' Progress:
 - beyond?
- What Students Will Do In the Future:
 - future studies or in their lives outside school?

• If you had to pick one topic from your class that best exemplifies why you became fascinated with the

• Is there a topic in your class that a significant number of students get stuck on, and fail to progress

• Which topic from your class would, if deeply understood, best serve the interests of your students in







Modification Tech allows for significant task redesign

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

Substitution

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2. Informing Design and Assessment

Surveying Seymour Papert's Four Expectations

- Expectation 1: suitably designed formative/summative assessment rubrics will show improvement when compared to traditional instruction.
- 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.
- their community, and engagement with communities beyond their own.

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

• 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



Black and Wiliam: Defining Formative Assessment

"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."

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Bloom's Taxonomy: Cognitive Processes

Anderson & Krathwohl (2001)	Characteristic Processes				
Remember	 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 				



Facione: Critical Thinking – Cognitive Skills and Subskills

Skill	Subskills
Interpretation	Categorization Decoding Significance Clarifying Meaning
Analysis	Examining Ideas Identifying Arguments Analyzing Arguments
Evaluation	Assessing Claims Assessing Arguments
Inference	Querying Evidence Conjecturing Alternatives Drawing Conclusions
Explanation	Stating Results Justifying Procedures Presenting Arguments
Self-Regulation	Self-examination Self-correction

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3. Transformation in Practice



1 / Emotional intelligence

Evaluation

Implementation



Solution



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