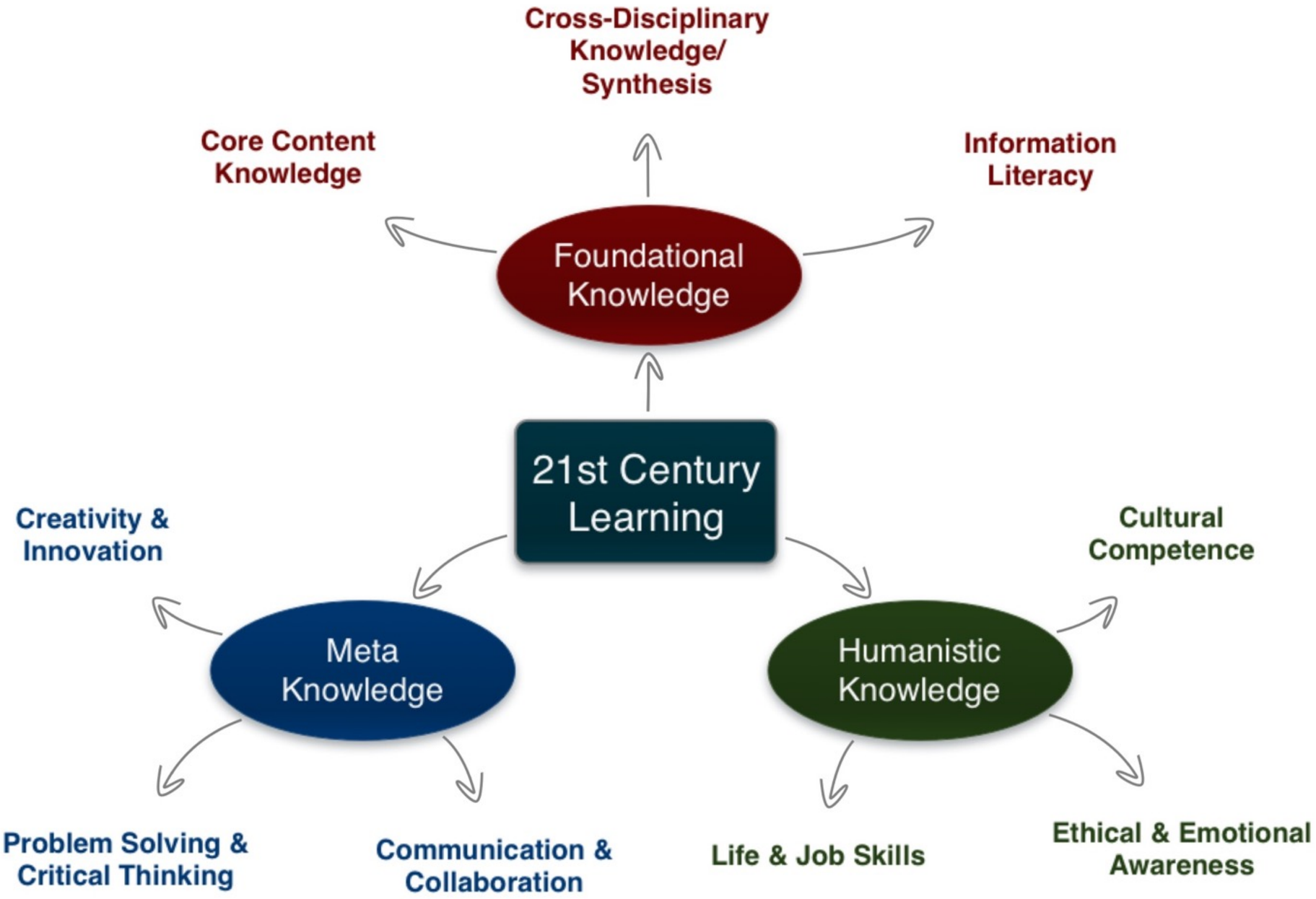
SAMR: An Executive School Leadership Perspective

Ruben R. Puentedura, Ph.D.



Kristen Kereluik, Punya Mishra, Chris Fahnoe, and Laura Terry, “What Knowledge Is of Most Worth: Teacher Knowledge for 21st Century Learning”. *Journal of Digital Learning in Teacher Education (29)* 4 (2013)

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

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Augmentation

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Enhancement

Ruben R. Puentedura, *As We May Teach: Educational Technology, From Theory Into Practice*. (2009)

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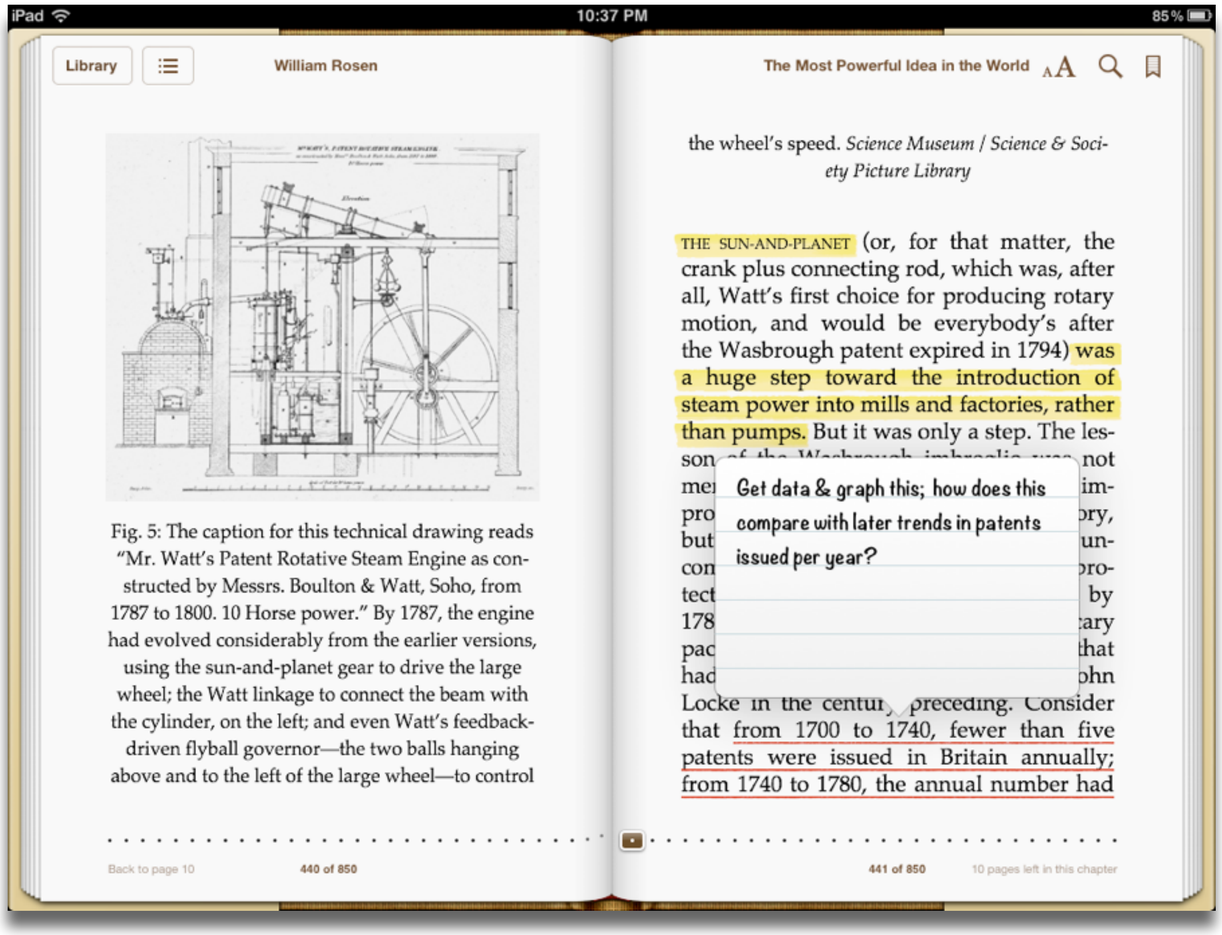

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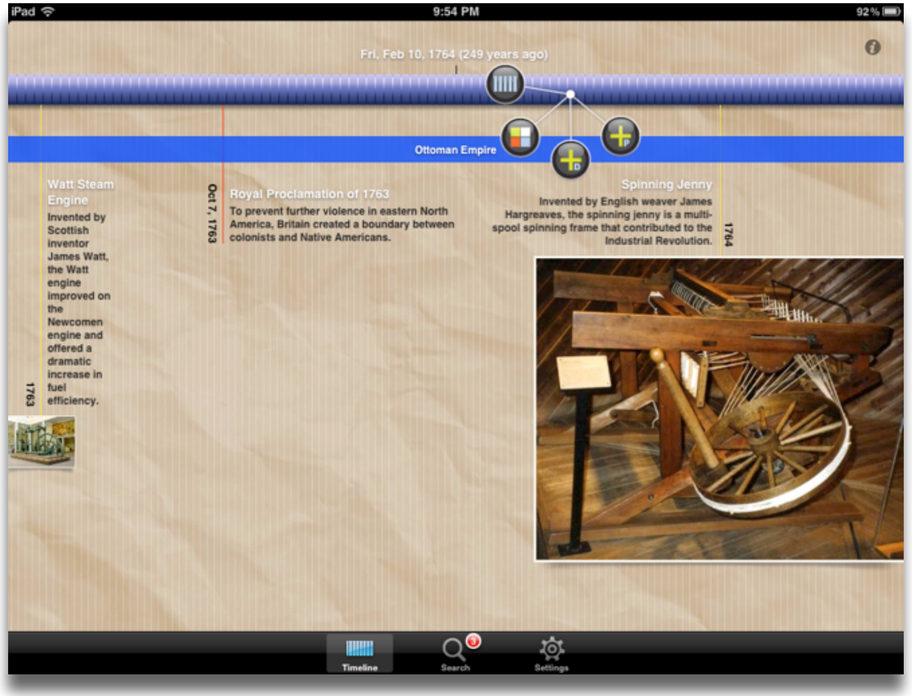

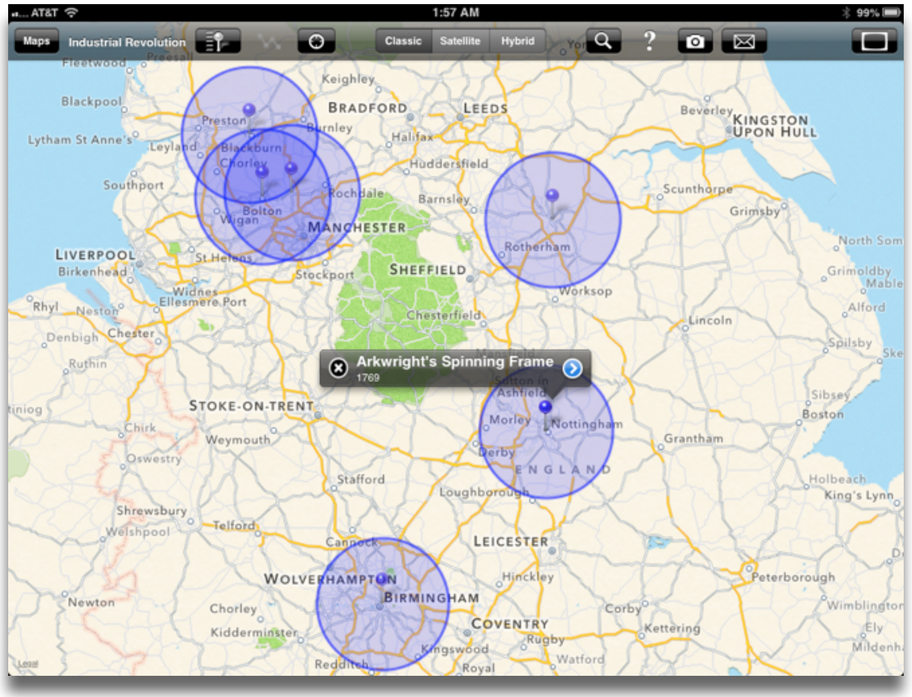

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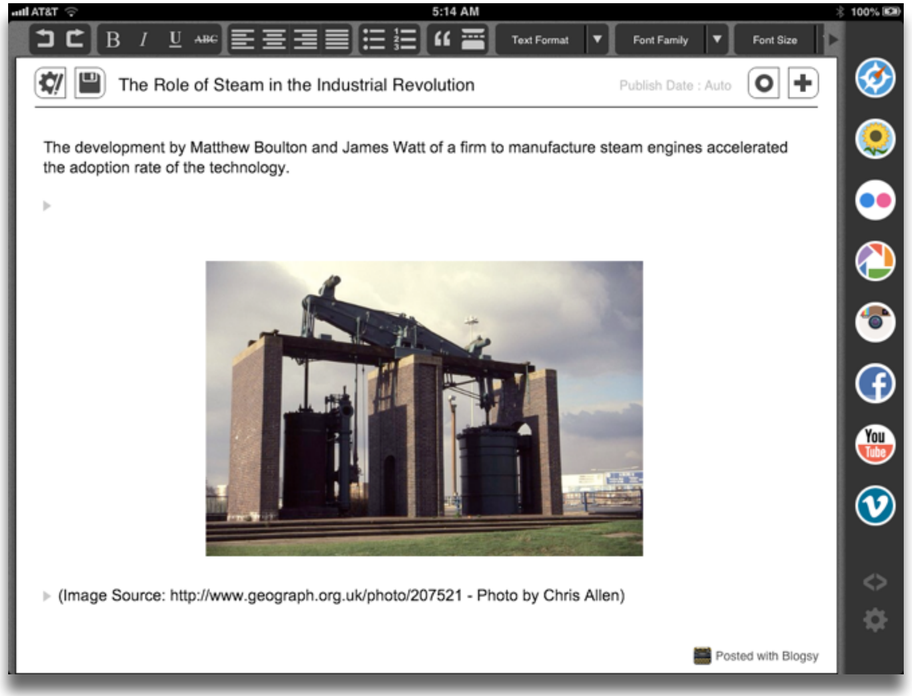

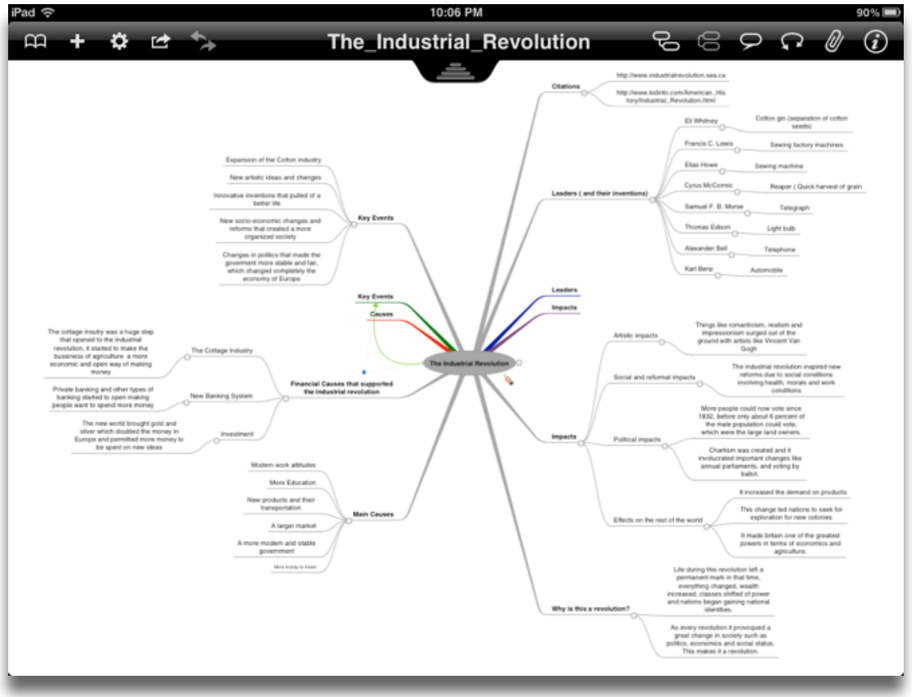

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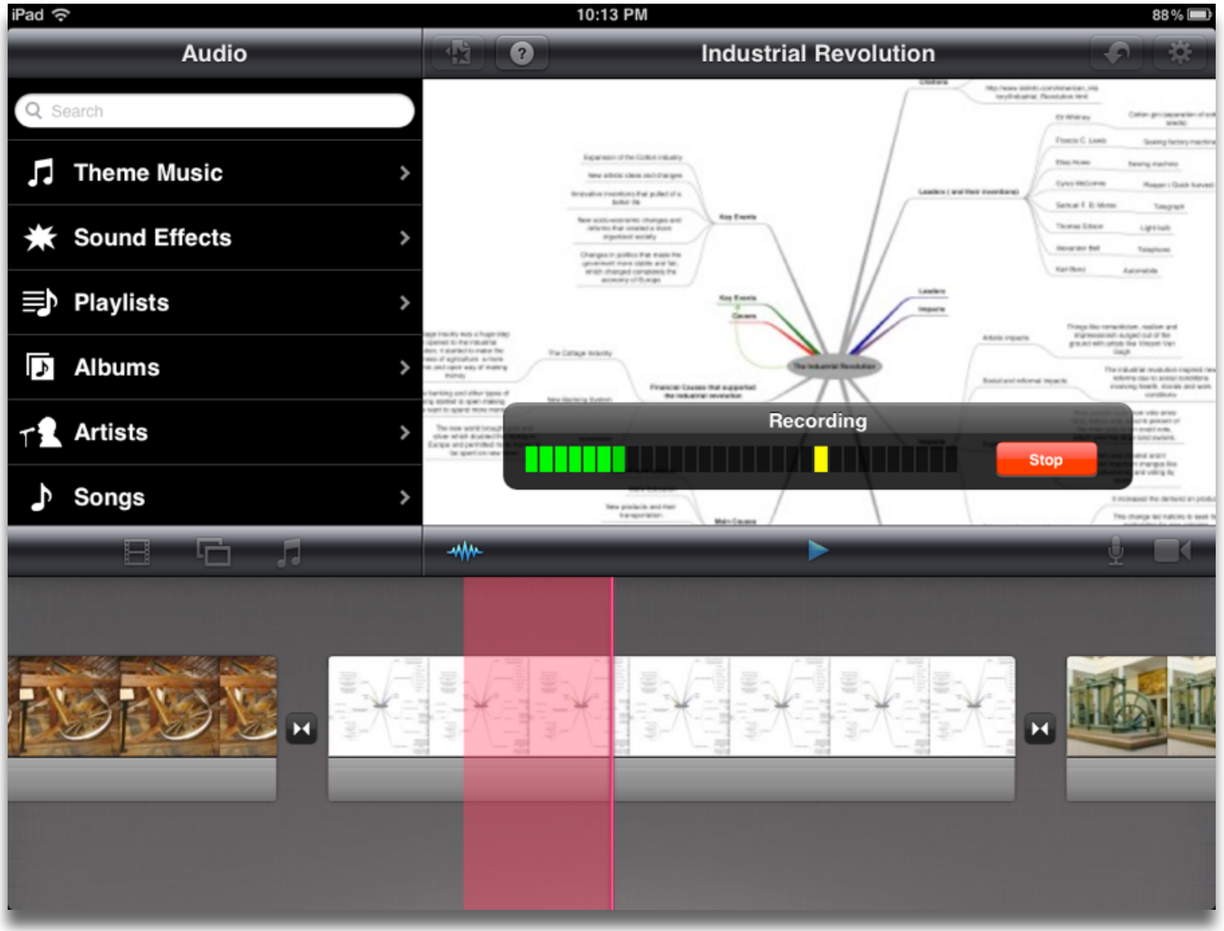
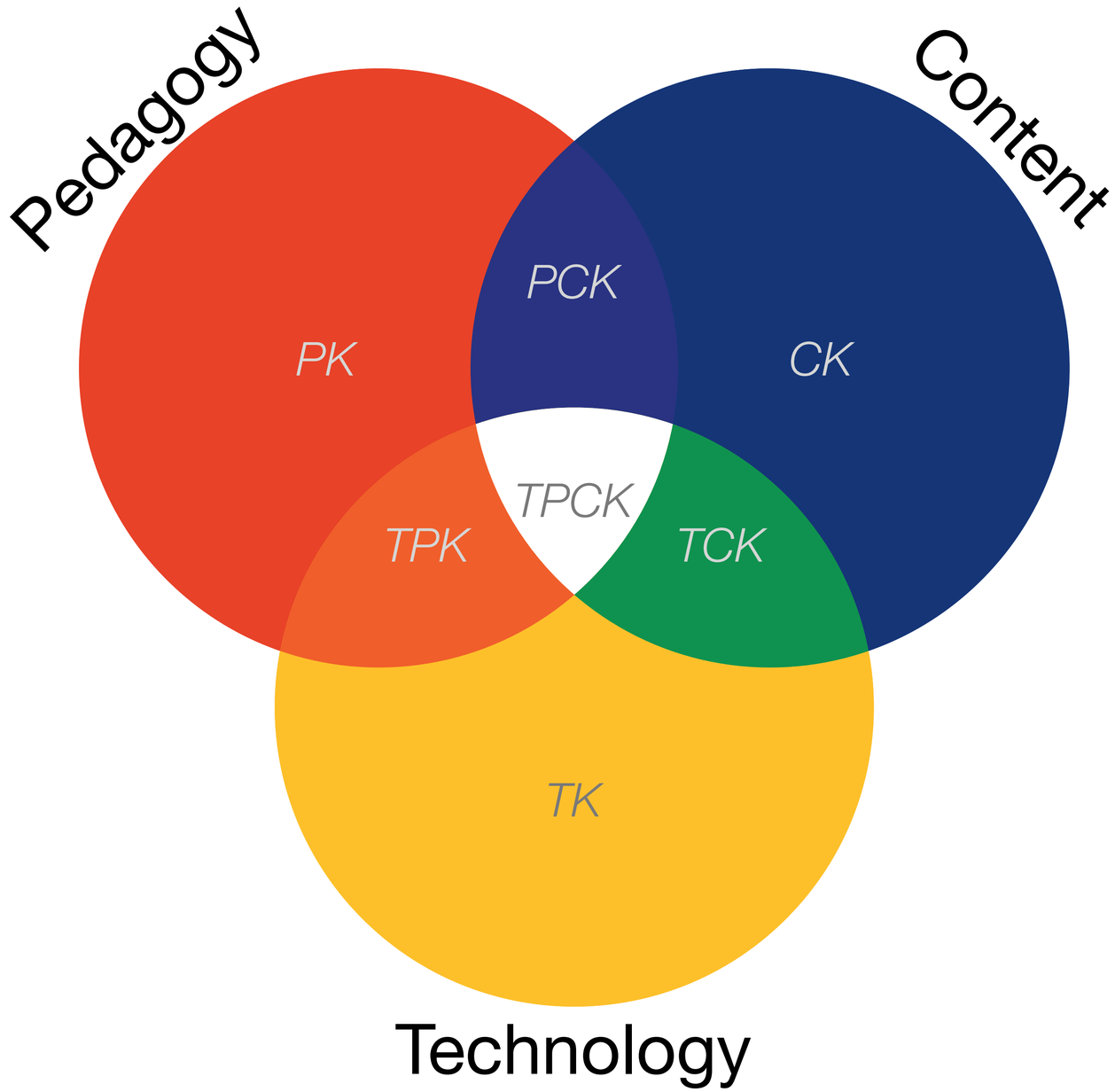
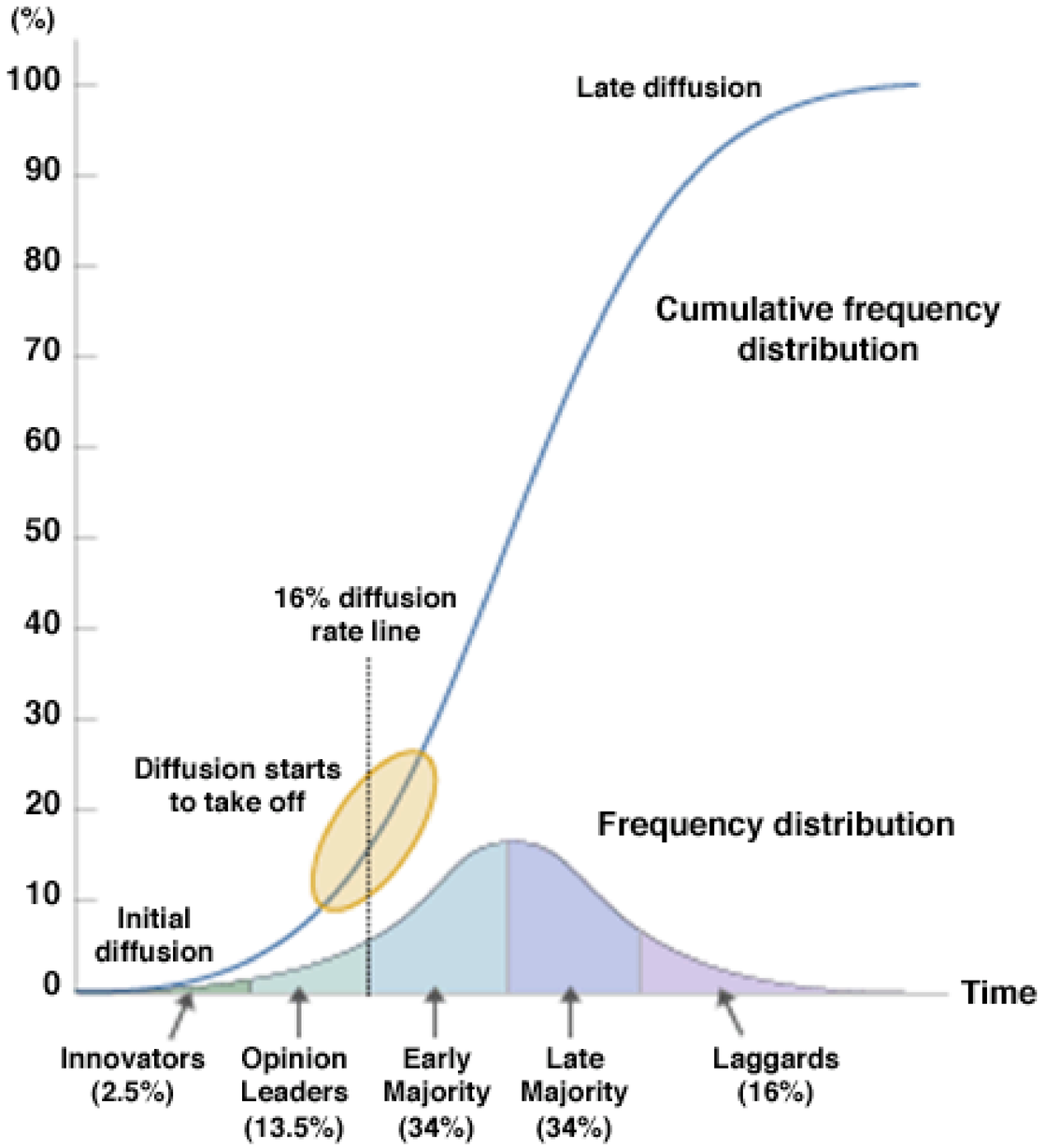




Punya Mishra & Matthew J. Koehler, “Technological pedagogical content knowledge: A framework for teacher knowledge”. *Teachers College Record, 108*(6). (2006)



Everett M. Rogers. *Diffusion of Innovations, 5th Edition*. New York:Free Press, 2003.

Research Article

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The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking

Pam A. Mueller[1] and Daniel M. Oppenheimer[2]
[1]Princeton University and [2]University of California, Los Angeles

Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

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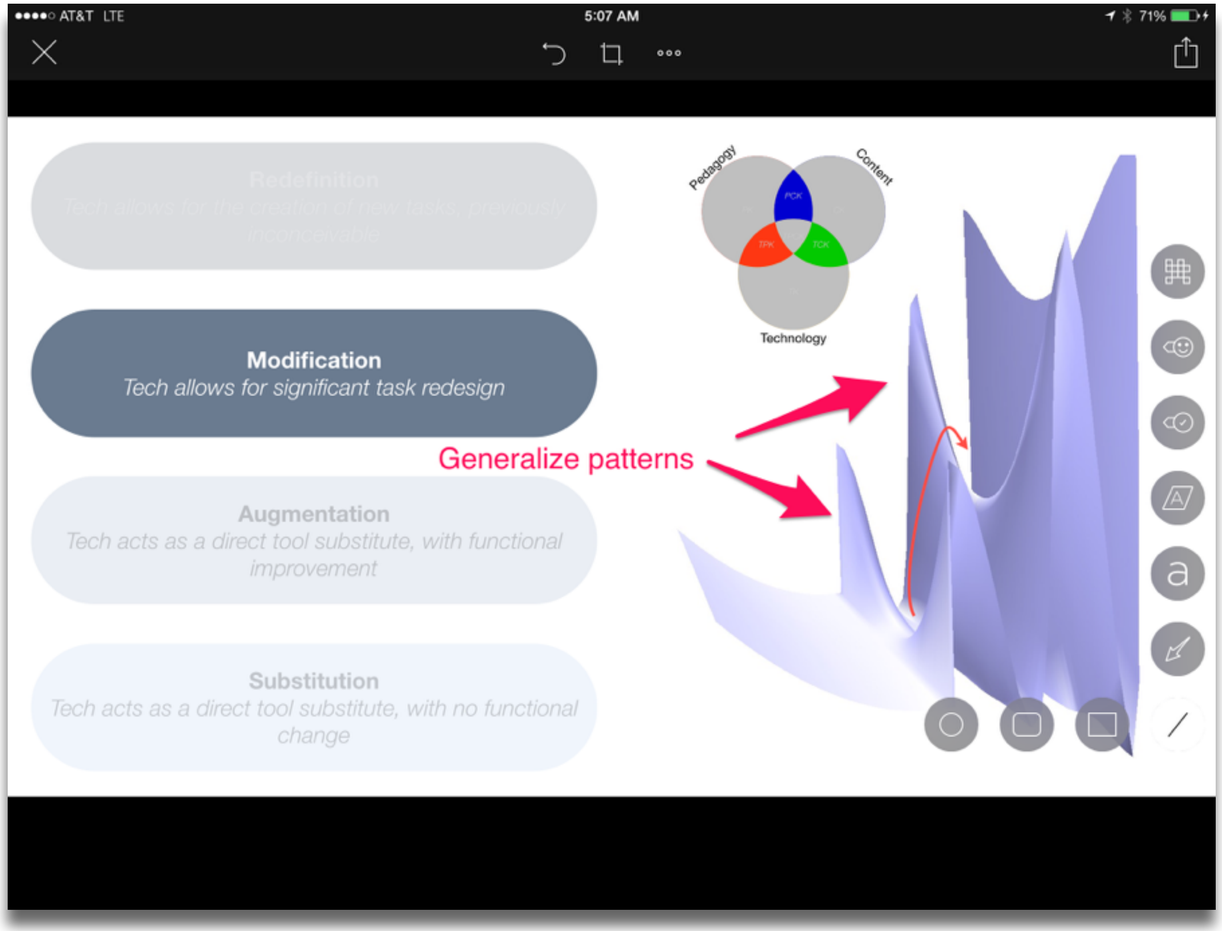

Kenneth A. Kiewra, “Students’ Note-Taking Behaviors and the Efficacy of Providing Instructor’s Notes for Review”. *Contemporary Educational Psychology,* v10 n4. (1985)

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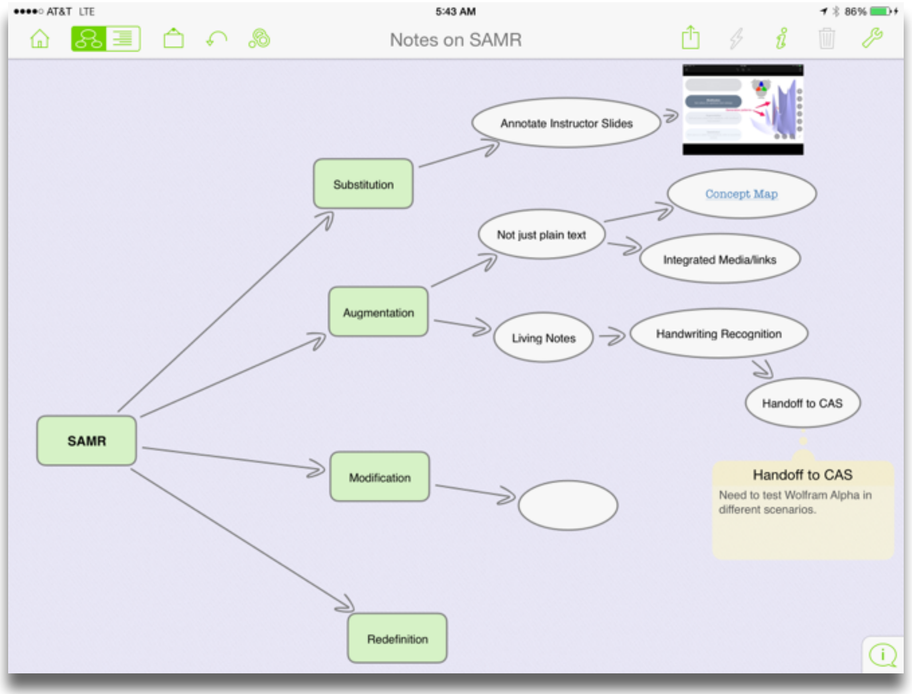

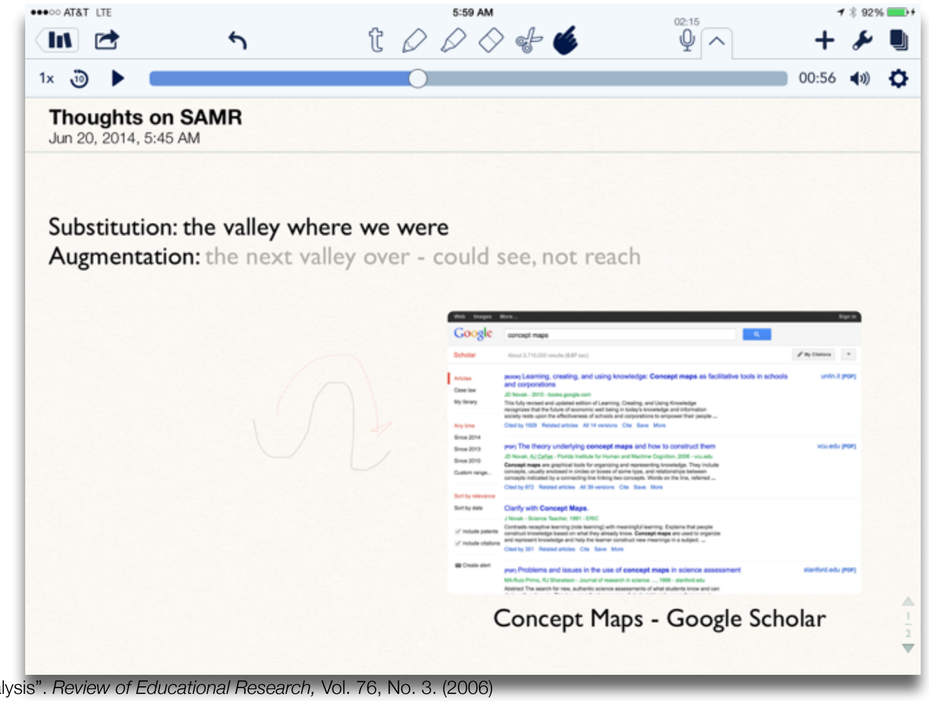

John C. Nesbit and Olusola O. Adesope, "Learning With Concept and Knowledge Maps: A Meta-Analysis". *Review of Educational Research,* Vol. 76, No. 3. (2006)

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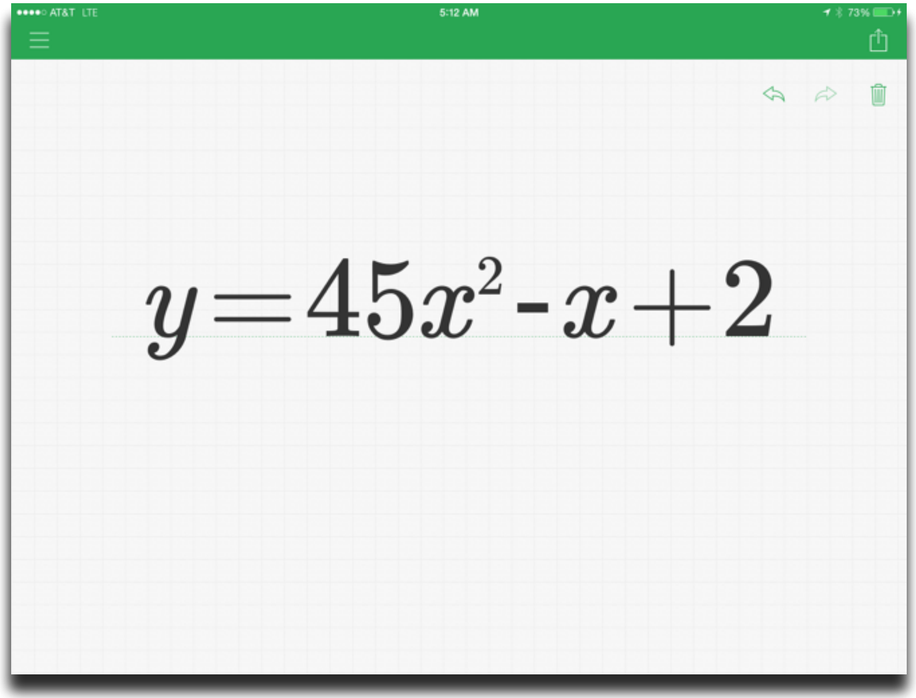

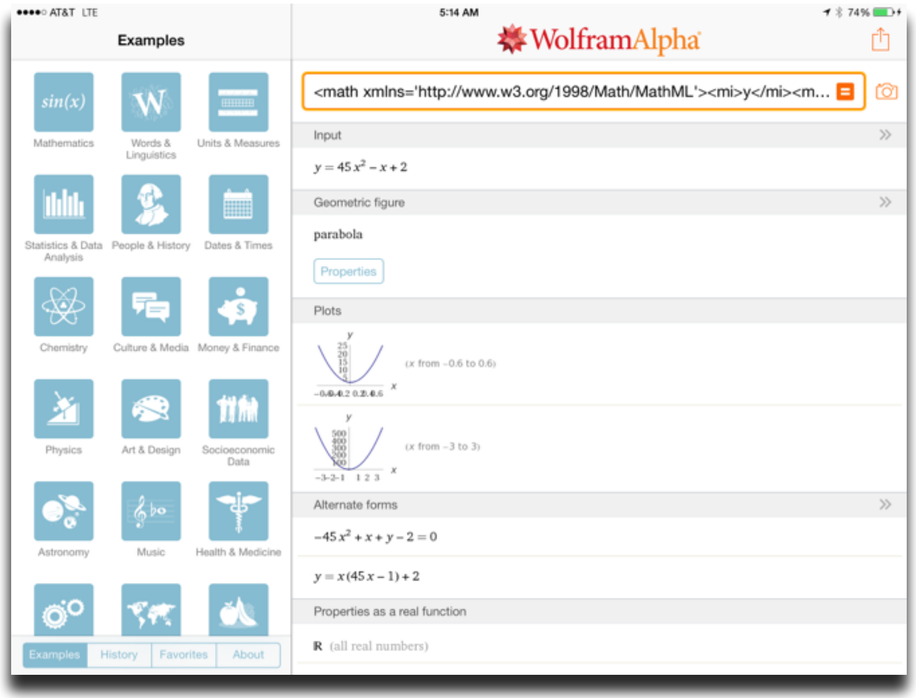

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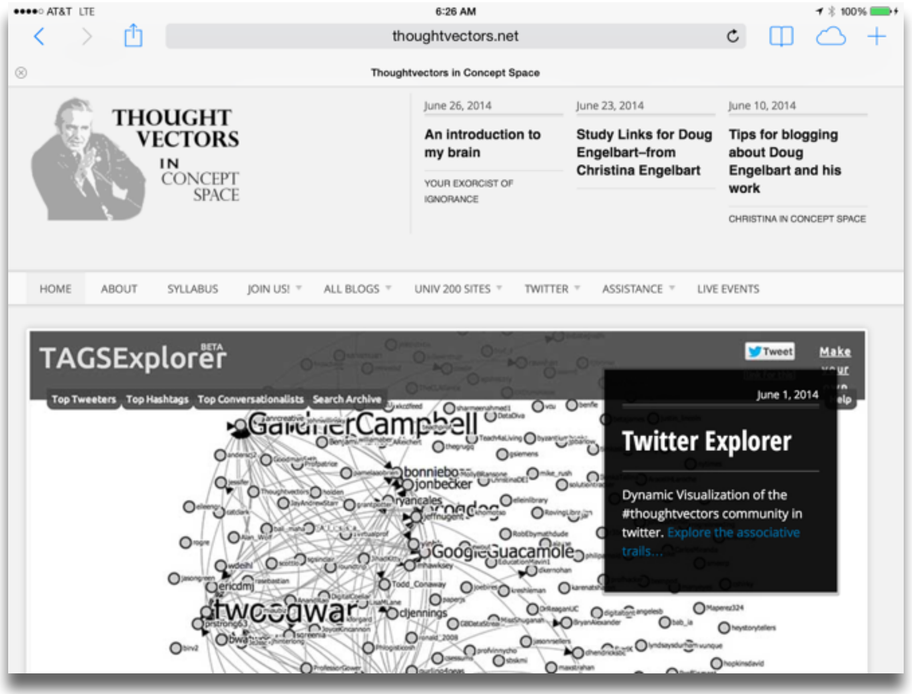
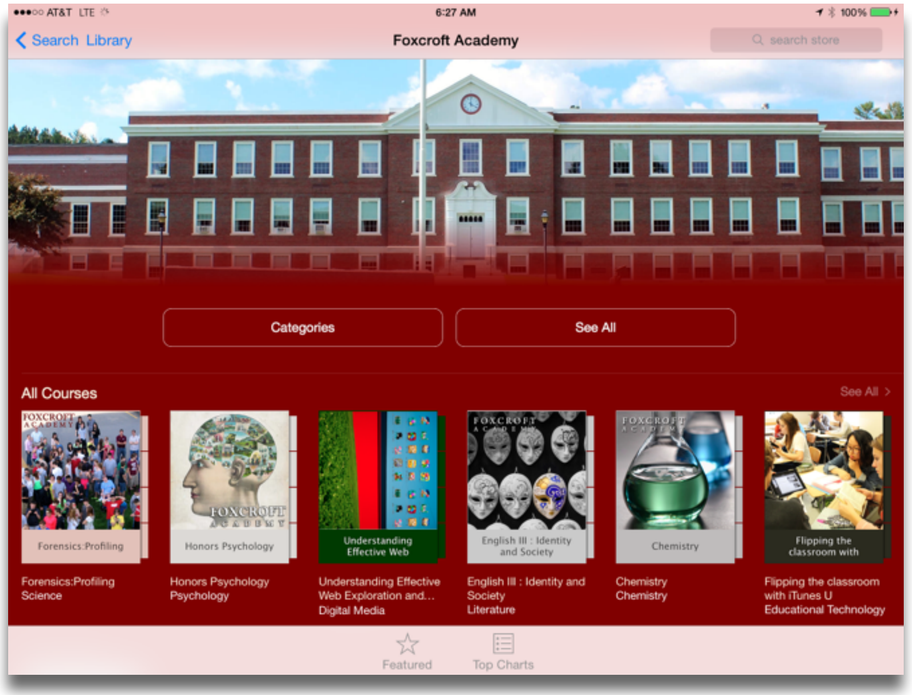




Determining SAMR Level: Questions and Transitions

- **Substitution:**
  - What is gained by replacing the older technology with the new technology?
- **Substitution to Augmentation:**
  - Has an improvement been added to the task process that could not be accomplished with the older technology at a fundamental level?
  - How does this feature contribute to the 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 the design?
- **Modification to Redefinition:**
  - What is the new task?
  - Is any portion of the original task retained?
  - How is the new task uniquely made possible by the new technology?
  - How does it contribute to the design?

Study	SAMR Classification	Description	Effect Size
Algebra I *Effectiveness of Cognitive Tutor Algebra I at Scale*, by John F. Pane, Beth Ann Griffin, Daniel F. McCaffrey, Rita Karam	**S to A**	**S:** Computerized algebra drills, some tied to real-world scenarios **A:** Tools for basic visualization; adaptive response to student progress	**≈ 0.2** 50th perc. → 58th perc.
Earth Science *Using Laptops to Facilitate Middle School Science Learning: The Results of Hard Fun*, by Alexis M. Berry, Sarah E. Wintle	**A to M**	**A:** Interactive tools for concept exploration and visualization **M:** Narrated animation as final project	**≈ 0.6** 50th perc. → 73rd perc. (≈ 1.4 a month later) (50th perc. → 92nd perc.)

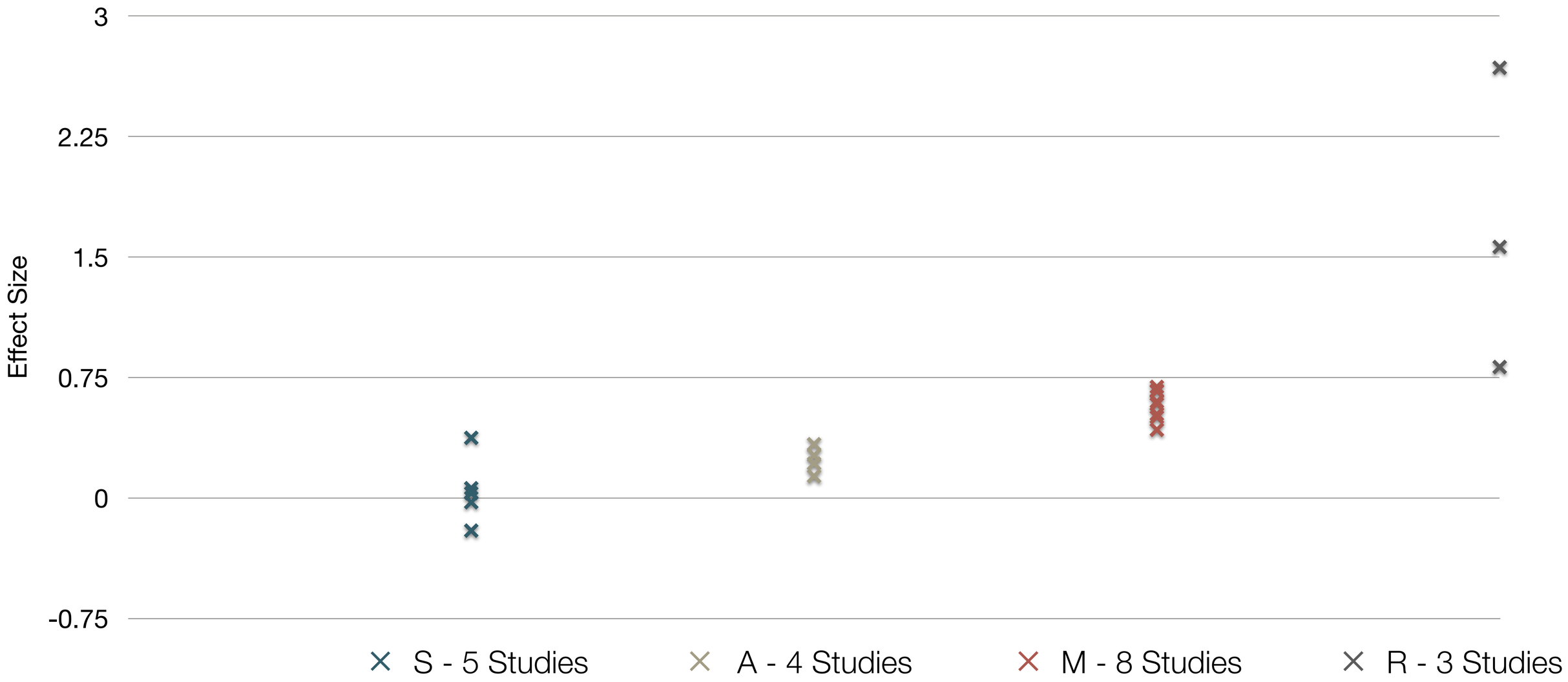
Meta-analysis	Number of studies	*ES* type	Mean *ES*	*SE*
Bangert-Drowns (1993)	19	Missing	0.27	0.11
Bayraktar (2000)	42	Cohen's *d*	0.27	0.05
Blok, Oostdam, Otter, and Overmaat (2002)	25	Hedges's *g*	0.25	0.06
Christmann and Badgett (2000)	16	Missing	0.13	0.05
Fletcher-Flinn and Gravatt (1995)	120	Glass's Δ	0.24	0.05
Goldberg, Russell, and Cook (2003)	15	Hedges's *g*	0.41	0.07
Hsu (2003)	25	Hedges's *g*	0.43	0.03
Koufogiannakis and Wiebe (2006)	8	Hedges's *g*	−0.09	0.19
Kuchler (1998)	65	Hedges's *g*	0.44	0.05
Kulik and Kulik (1991)	239	Glass's Δ	0.30	0.03
Y. C. Liao (1998)	31	Glass's Δ	0.48	0.05
Y.-I. Liao and Chen (2005)	21	Glass's Δ	0.52	0.05
Y. K. C. Liao (2007)	52	Glass's Δ	0.55	0.05
Michko (2007)	45	Hedges's *g*	0.43	0.07
Onuoha (2007)	35	Cohen's *d*	0.26	0.04
Pearson, Ferdig, Blomeyer, and Moran (2005)	20	Hedges's *g*	0.49[a]	0.11
Roblyer, Castine, and King (1988)	35	Hedges's *g*	0.31	0.05
Rosen and Salomon (2007)	31	Hedges's *g*	0.46	0.05
Schenker (2007)	46	Cohen's *d*	0.24	0.02
Soe, Koki, and Chang (2000)	17	Hedges's *g* and Pearson's *r*[a]	0.26[a]	0.05
Timmerman and Kruepke (2006)	114	Pearson's *r*[a]	0.24	0.03
Torgerson and Elbourne (2002)	5	Cohen's *d*	0.37	0.16
Waxman, Lin, and Michko (2003)	42	Glass's Δ	0.45	0.14
Yaakub (1998)	20	Glass's Δ and *g*	0.35	0.05
Zhao (2003)	9	Hedges's *g*	1.12	0.26

a. Converted to Cohen's *d*.

Tamim, Rana M., Robert M. Bernard, Eugene Borokhovski, Philip C. Abrami, and Richard F. Schmid. "What forty years of research says about the impact of technology on learning a second-order meta-analysis and validation study." *Review of Educational Research 81*, no. 1 (2011): 4-28.

Study	SAMR Level	Description	Effect Size
Ligas (2002)	**S**	CAI system used to support direct instruction approach for at-risk students.	**0.029** (50th perc. → 51st perc.)
Xin & Reith (2001)	**A**	Multimedia resources provided to contextualize learning of word meanings and concepts.	**0.264** (50th perc. → 60th perc.)
Higgins & Raskind (2005)	**M**	Software/hardware used for text-to-speech, definitions, pronunciation guide for children with reading disabilities.	**0.600** (50th perc. → 73rd perc.)
Salomon, Globerson & Guterman (1989)	**R**	Software presents students with reading principles and metacognitive questions as part of the reading process.	**1.563** (50th perc. → 94th perc.)

Pearson, P.D., Ferdig, R.E., Blomeyer Jr, R.L., & Moran, J. "The Effects of Technology on Reading Performance in the Middle-School Grades: A Meta-Analysis With Recommendations for Policy." *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)* (2005).



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Surveying Seymour Papert’s 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.

S. Papert. *An Evaluative Study of Modern Technology in Education*. MIT Artificial Intelligence Laboratory Memo No. 371. (June, 1976)

NMC Horizon Report > 2014 K-12 Edition

Key Trends Driving Ed Tech Adoption

Fast (1-2 yrs.)	Rethinking the Roles of Teachers Shift to Deeper Learning Approaches
Mid-Range (3-5 yrs.)	Increasing Focus on OER Increasing Use of Hybrid Learning Designs
Long-Range (5+ yrs.)	Rapid Acceleration of Intuitive Technology Rethinking How Schools Work

Important Ed Tech Developments

Adoption: 1 yr. or less	BYOD Cloud Computing
Adoption: 2-3 yrs.	Games and Gamification Learning Analytics
Adoption: 4-5 yrs.	The Internet of Things Wearable Technology

Significant Challenges Impeding Ed Tech Adoption

Solvable *understand and know how to solve*	Difficult *understand but solutions are elusive*	Wicked *complex to define, much less address*
Authentic Learning Opportunities Integrating Personalized Learning	Complex Thinking & Communication Safety of Student Data	Competition from New Models of Ed Keeping Formal Education Relevant

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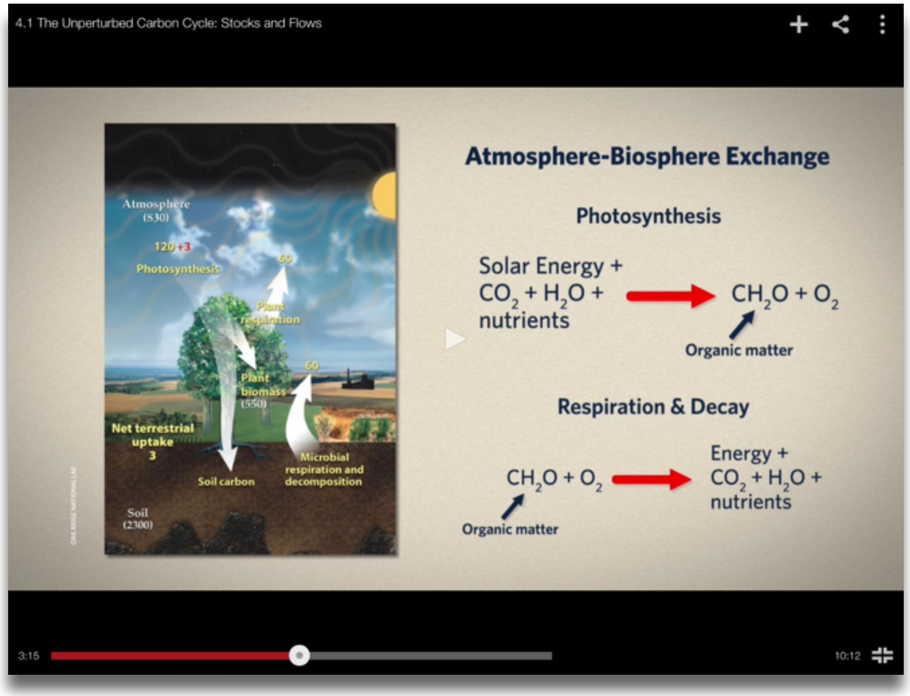

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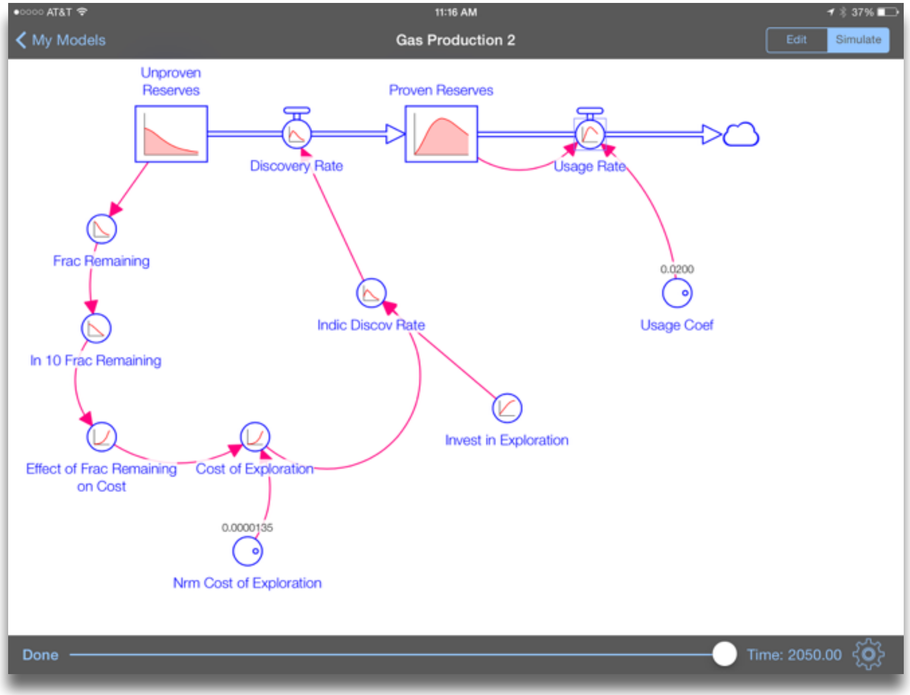

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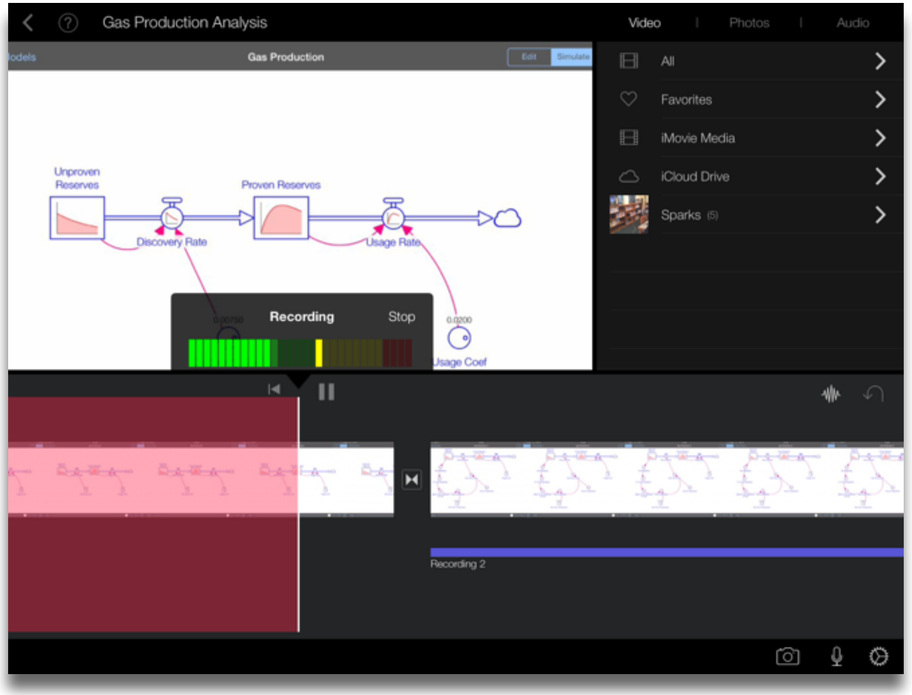

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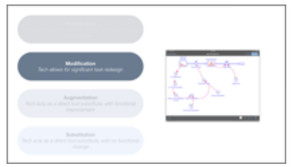


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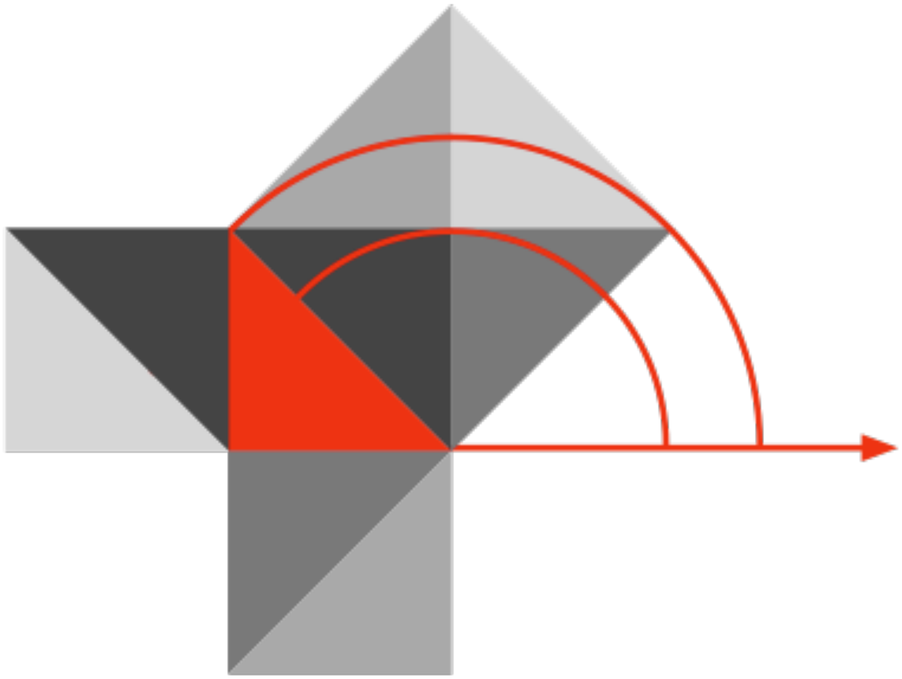

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