Contextualizing SAMR

Ruben R. Puentedura, Ph.D.

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Transformation

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

Enhancement

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

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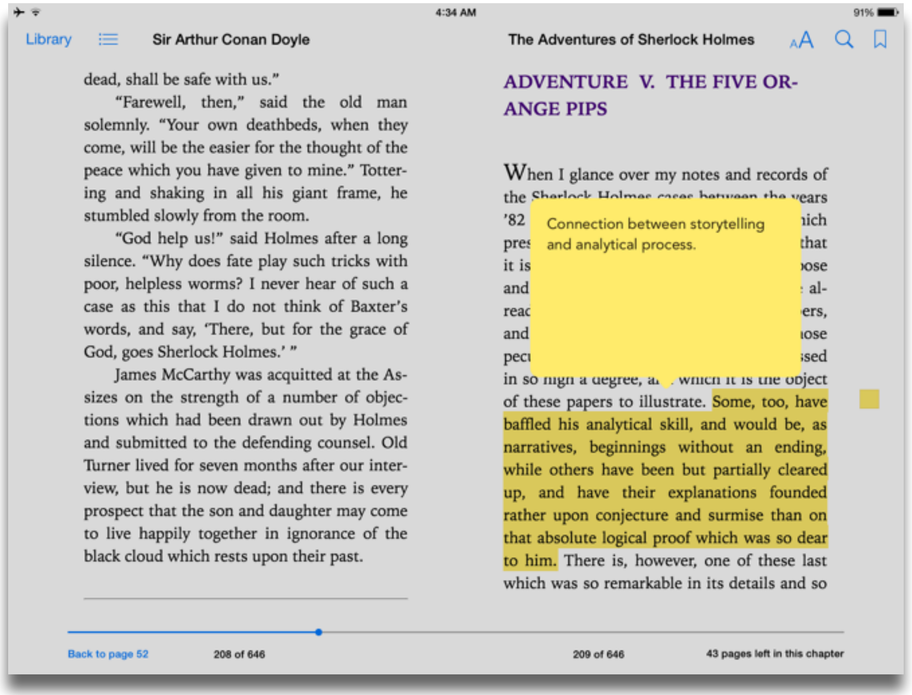

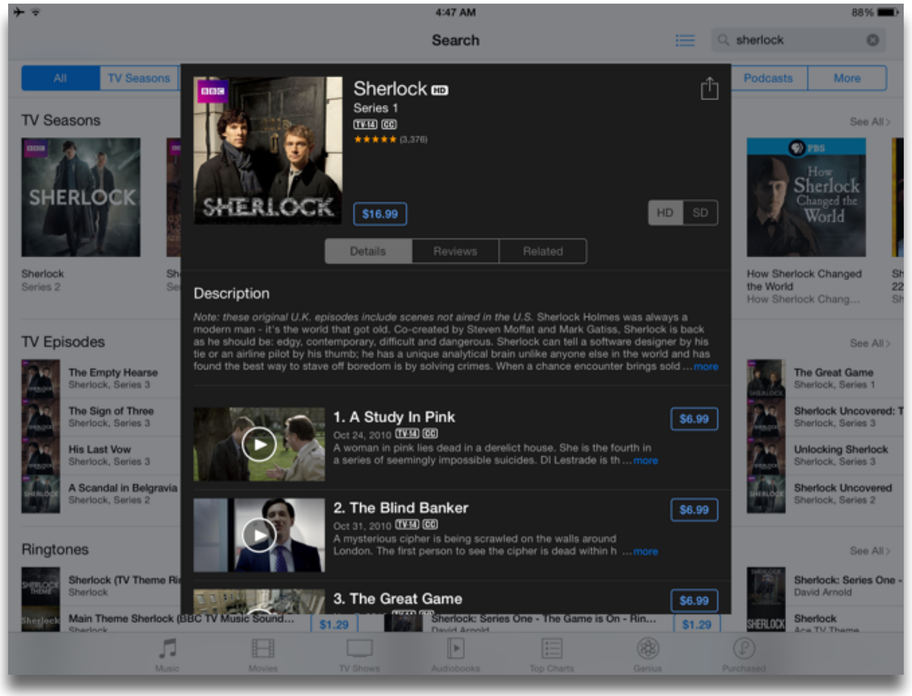

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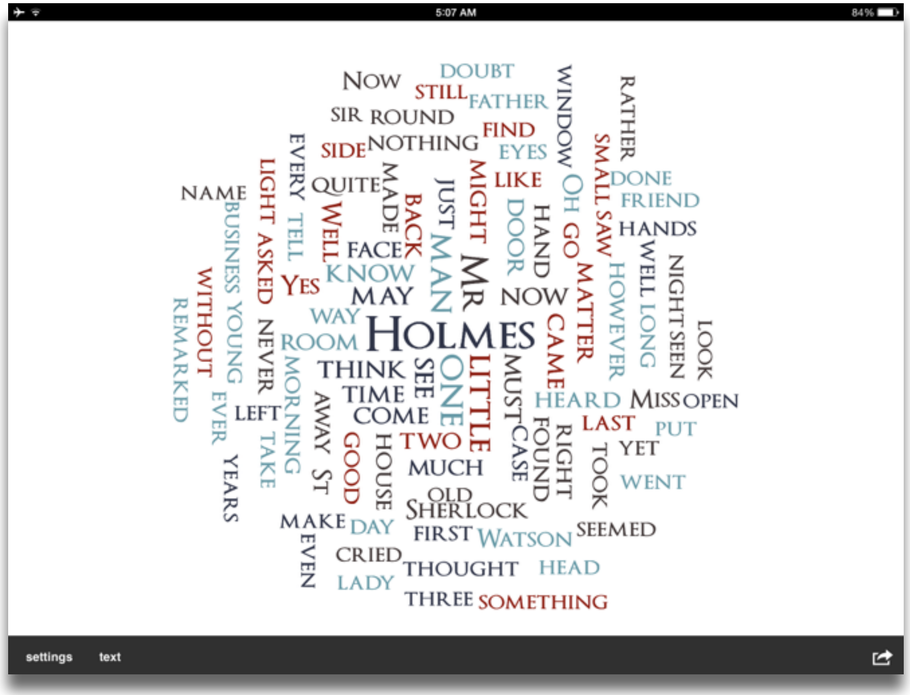

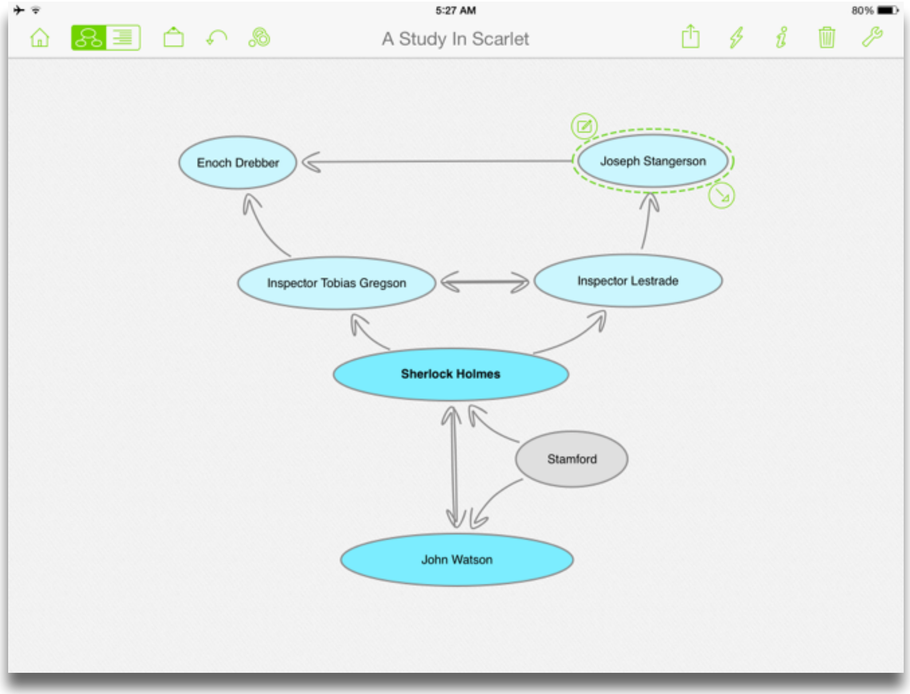

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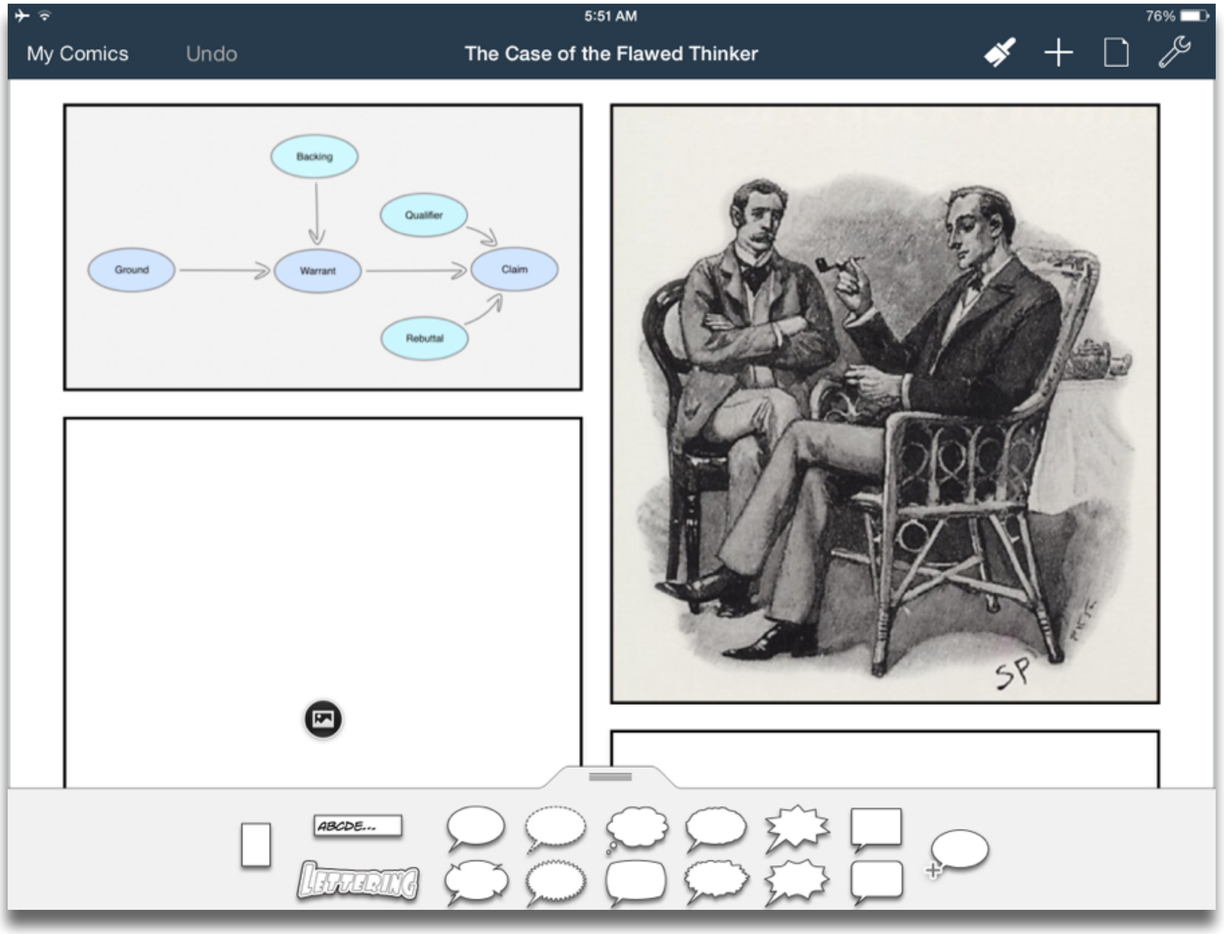

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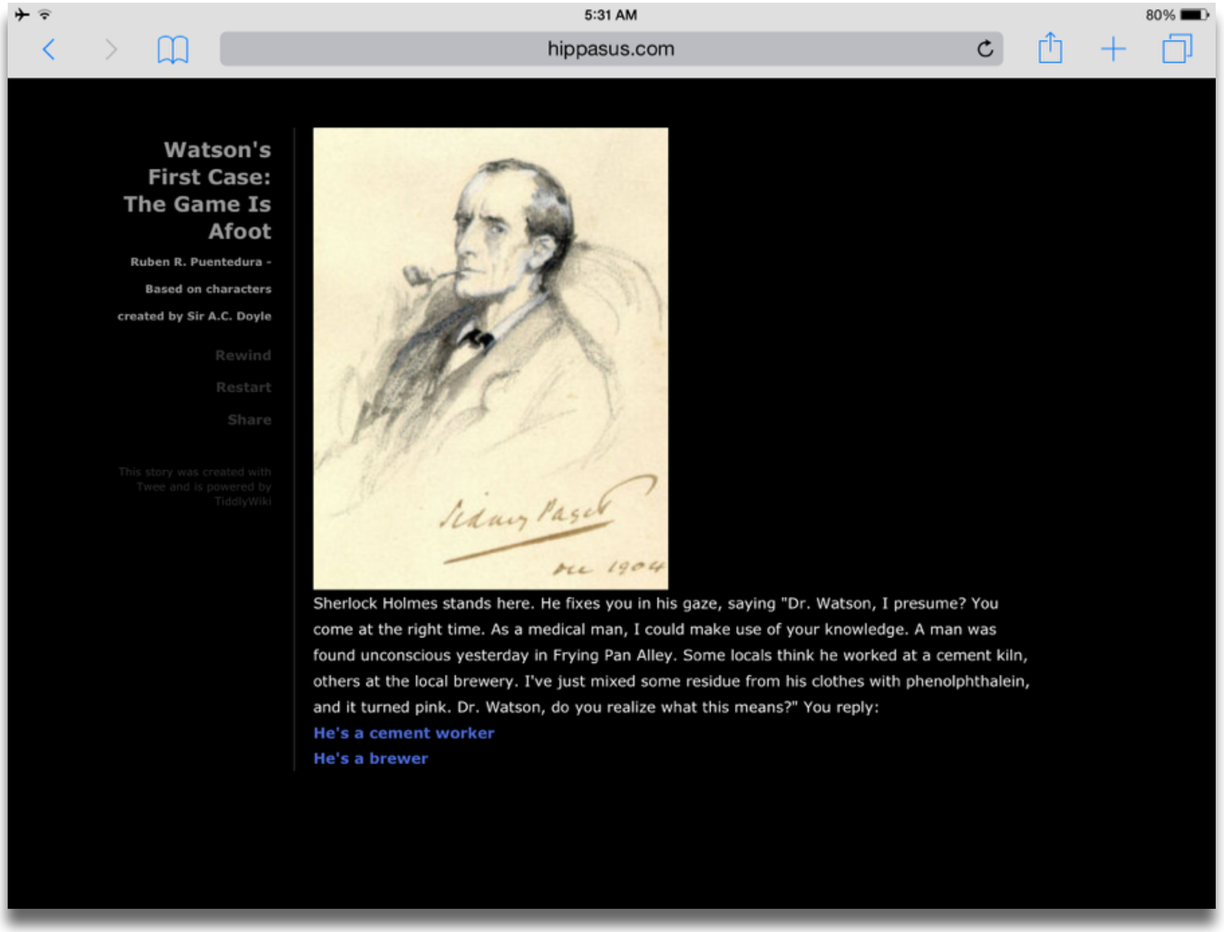

Social	Mobility	Visualization	Storytelling	Gaming
200,000 years	70,000 years	40,000 years	17,000 years	8,000 years

Ruben R. Puentedura, “Technology In Education: The First 200,000 Years” *The NMC Perspective Series: Ideas that Matter*. NMC Summer Conference, 2012.

The EdTech Quintet – Associated Practices	
Social	Communication, Collaboration, Sharing
Mobility	Anytime, Anyplace Learning and Creation
Visualization	Making Abstract Concepts Tangible
Storytelling	Knowledge Integration and Transmission
Gaming	Feedback Loops and Formative Assessment

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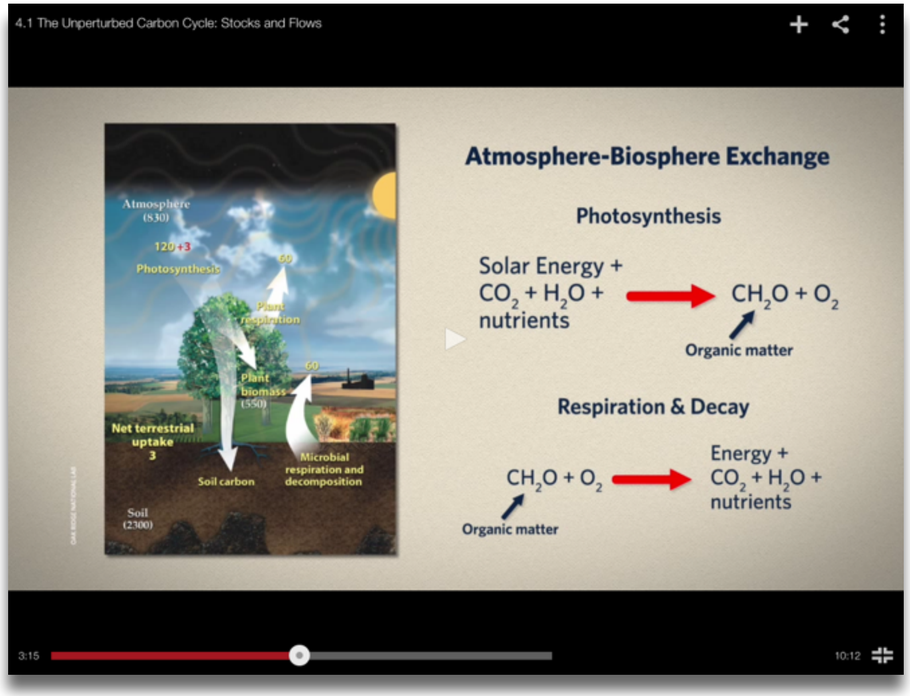

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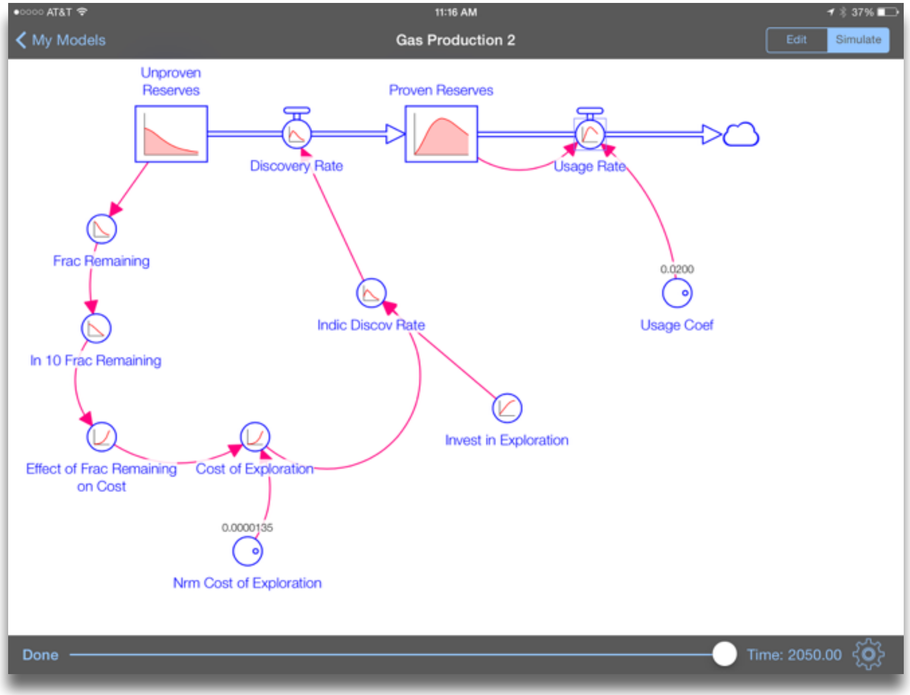

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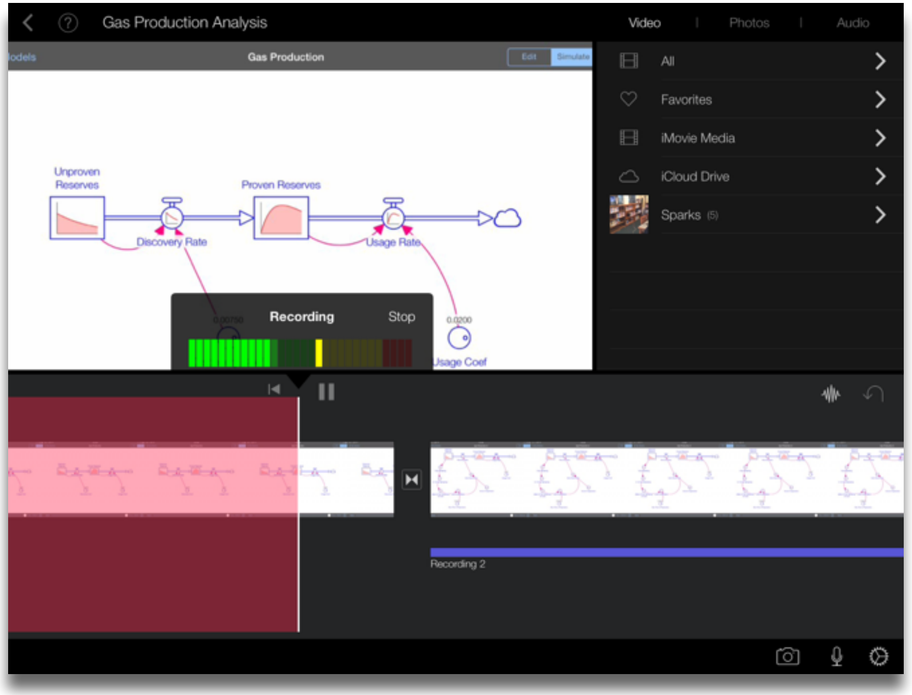

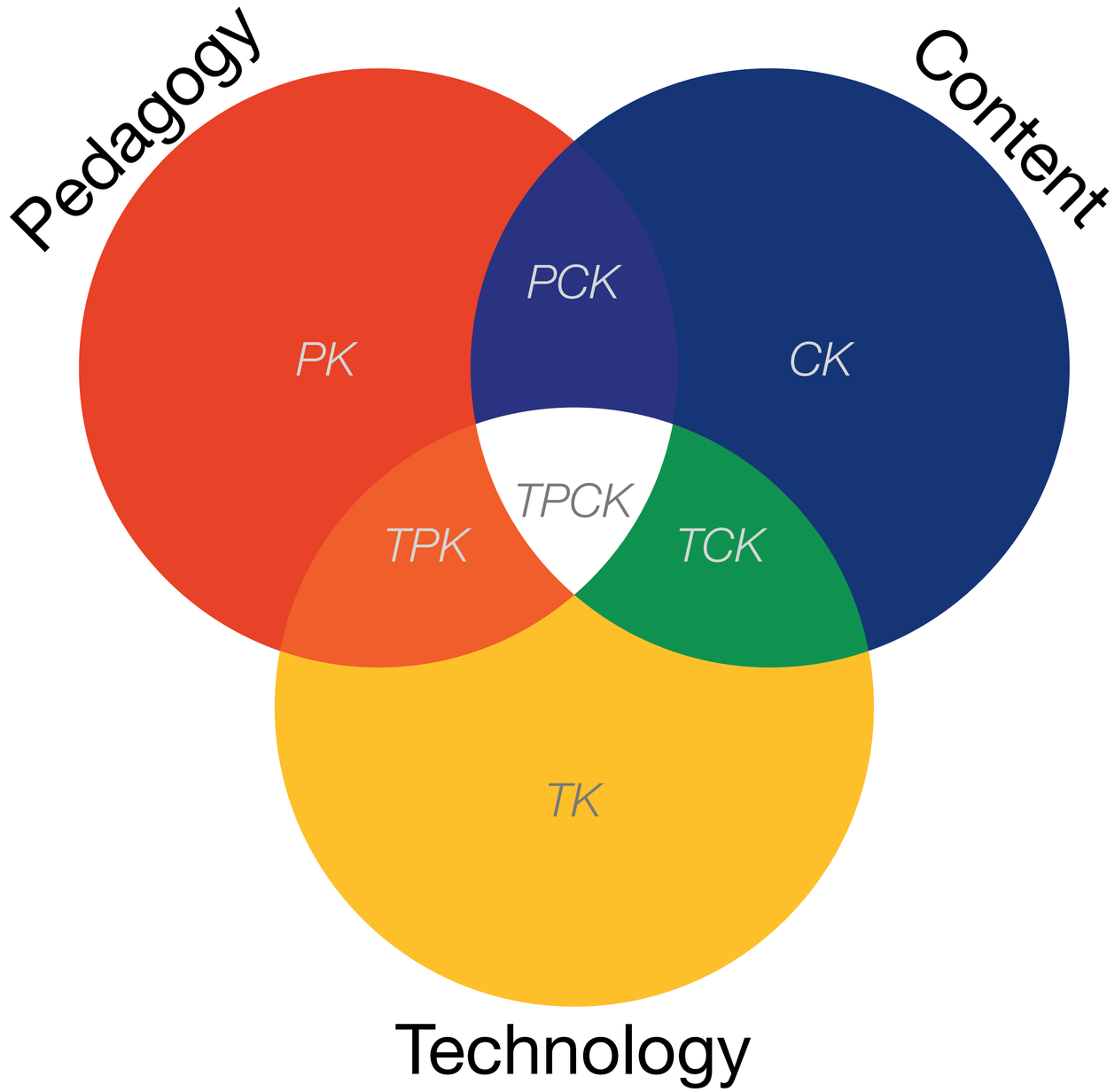

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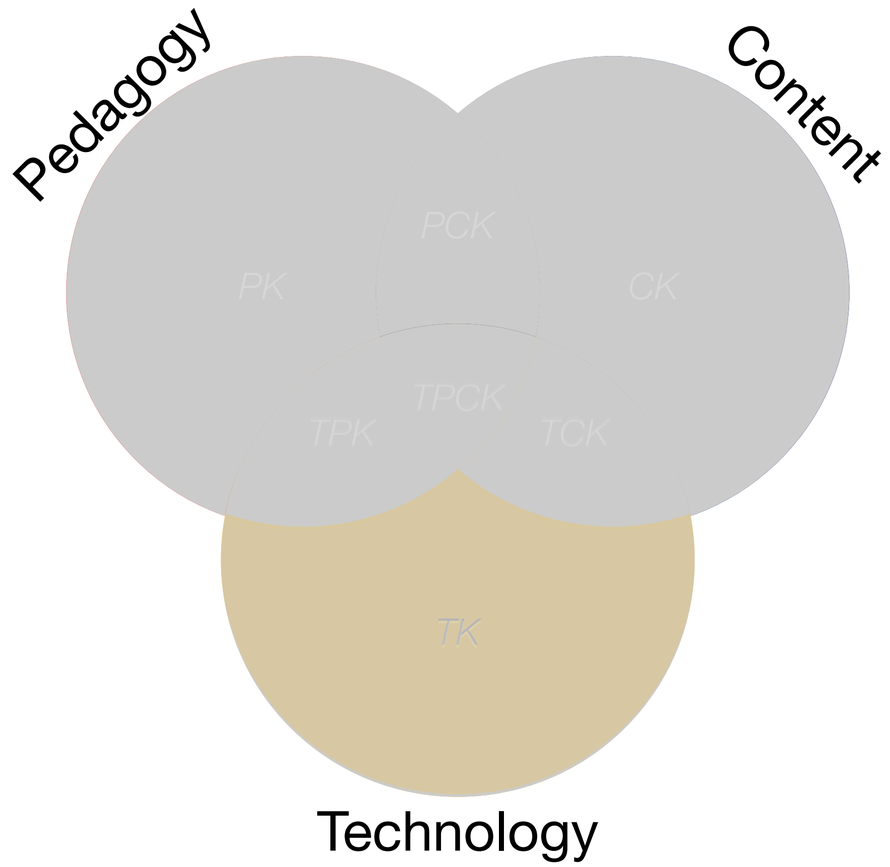

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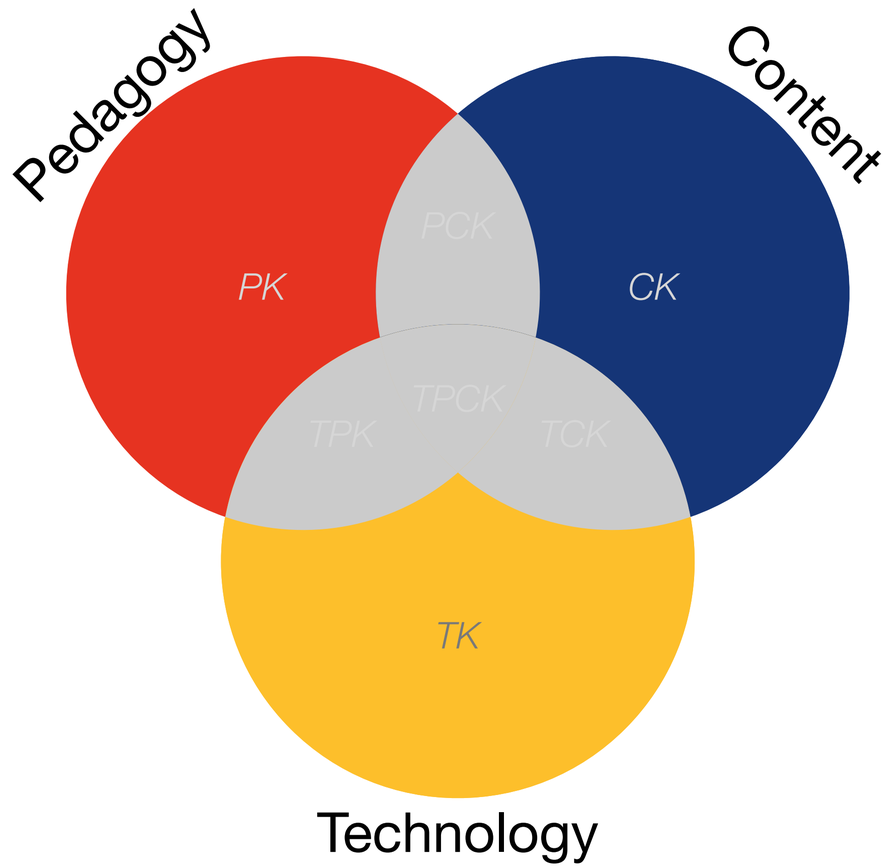

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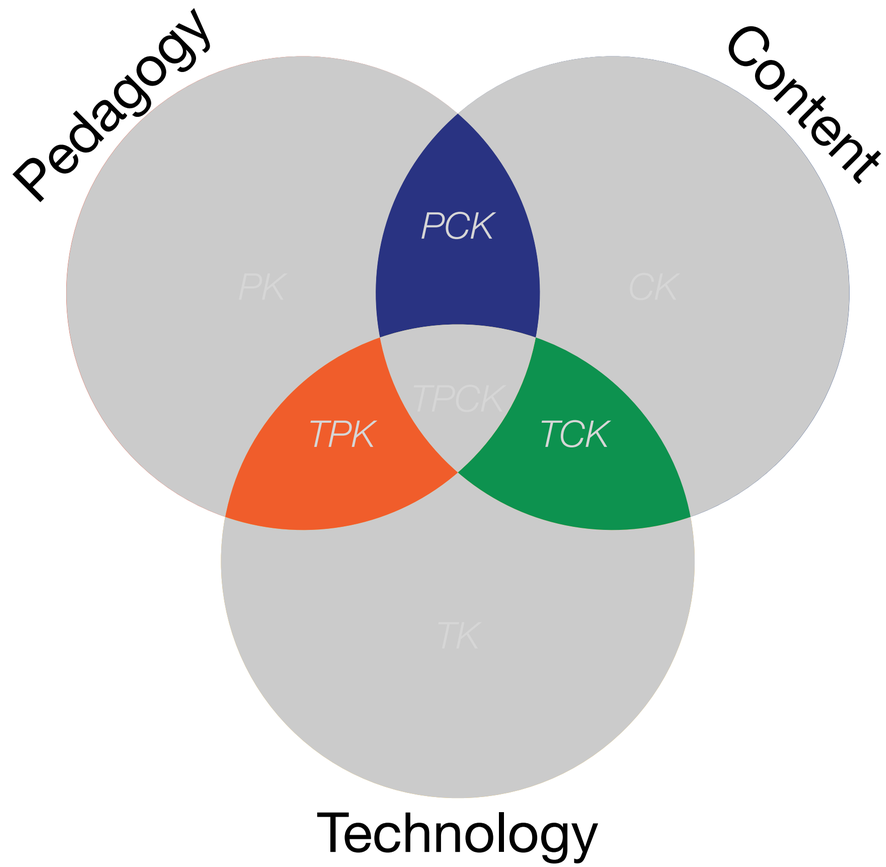

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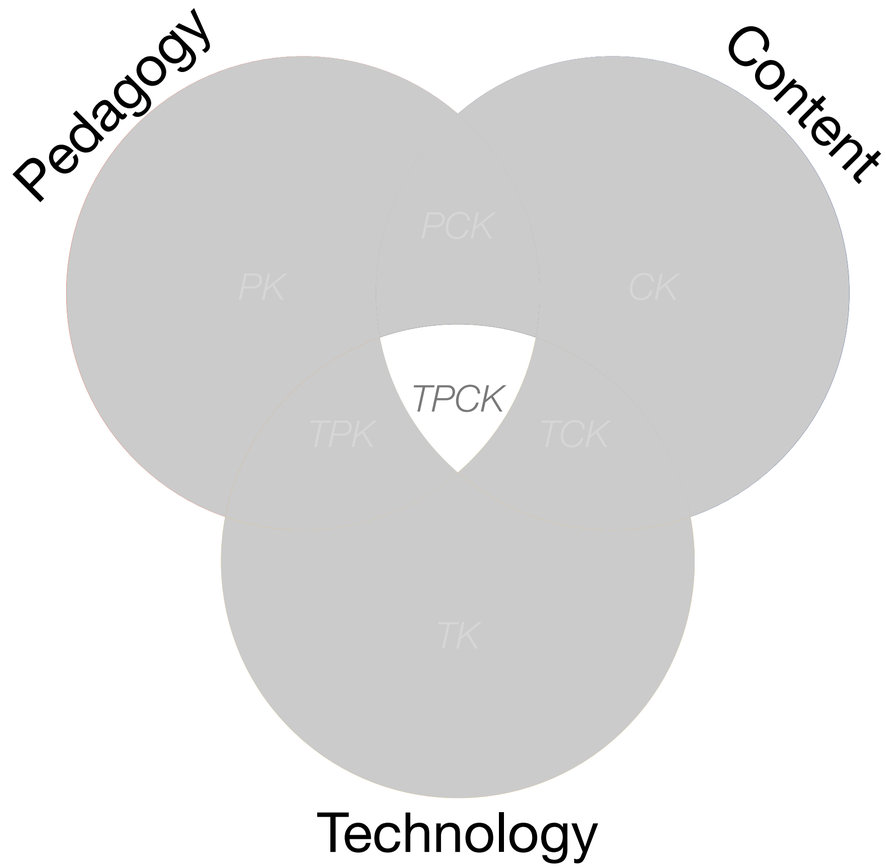

Research Article

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Psychological Science
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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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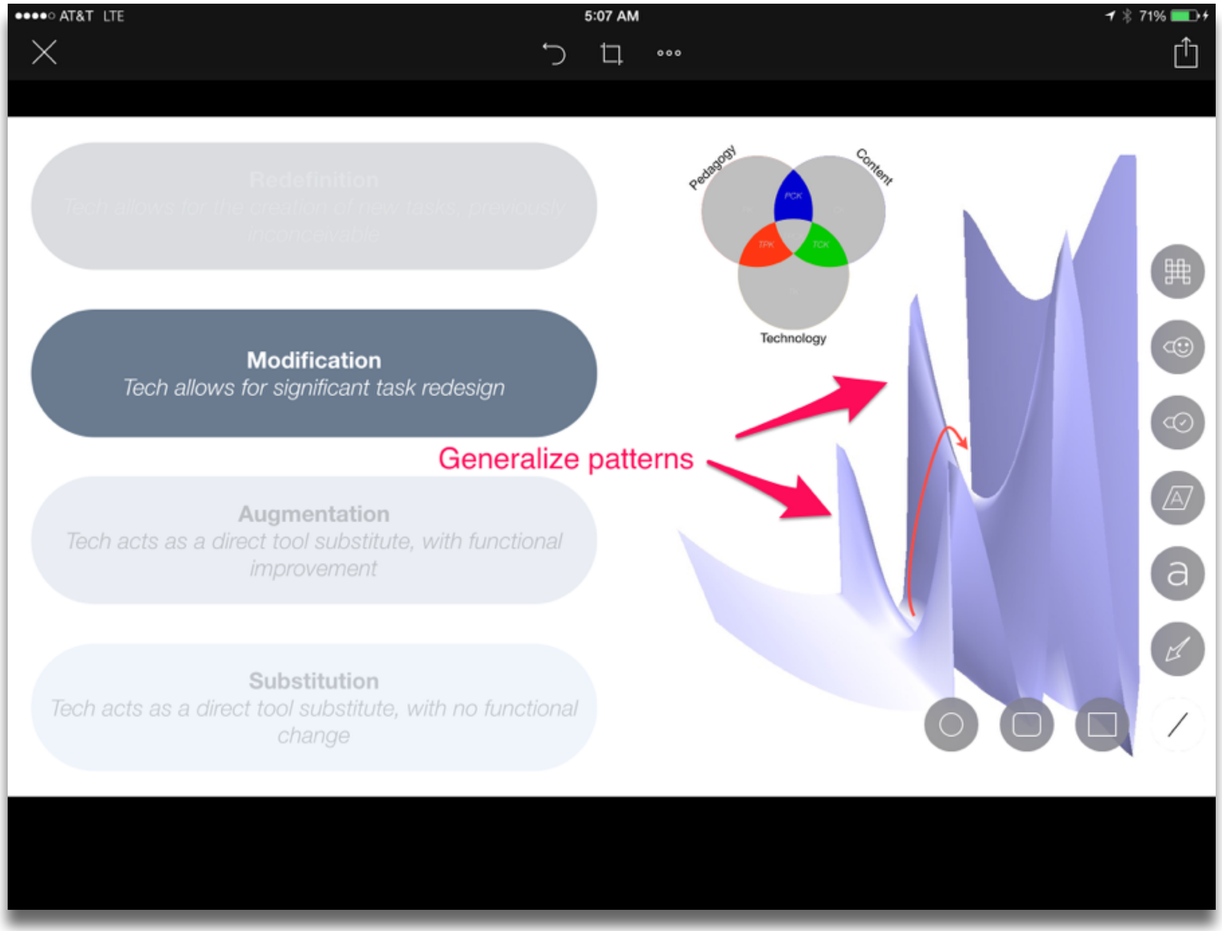

Kenneth A. Kiewra, “Students’ Note-Taking Behaviors and the Efficacy of Providing Instructor’s Notes for Review”. *Contemporary Educational Psychology,* v10 n4. (1985)

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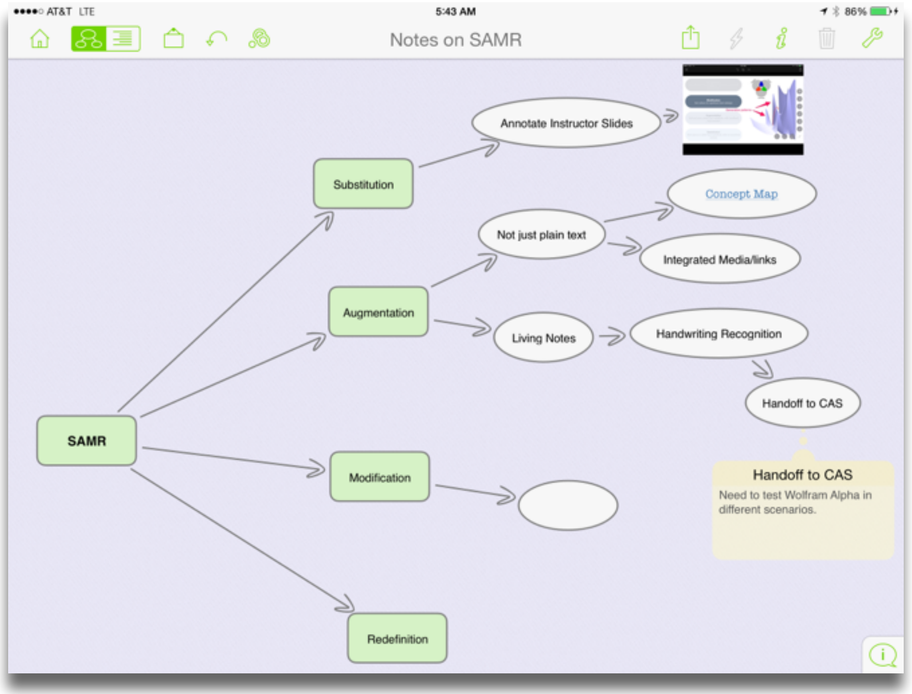

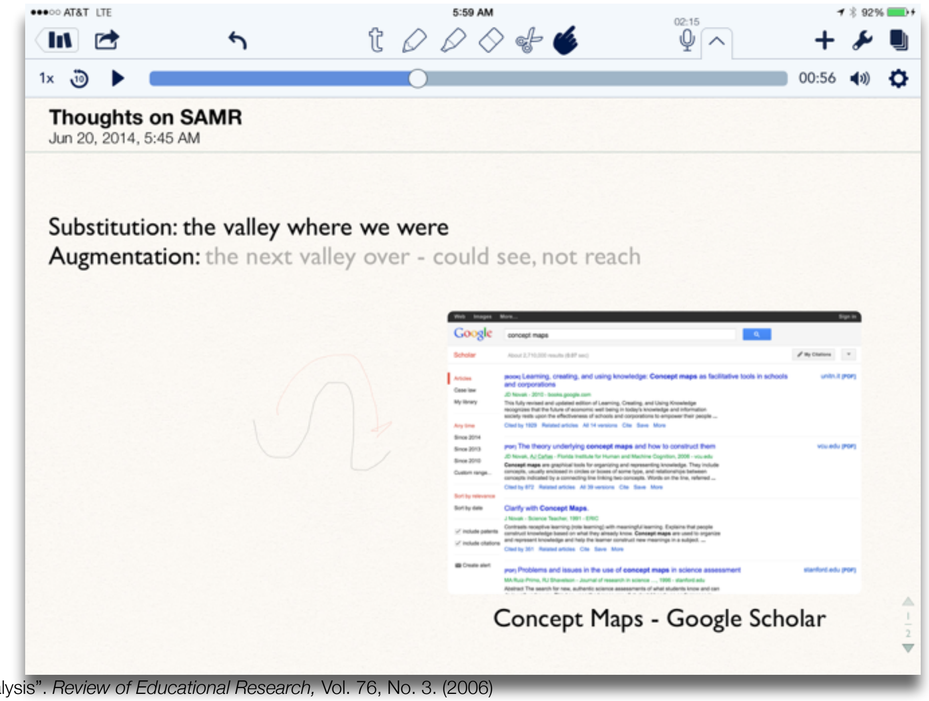

John C. Nesbit and Olusola O. Adesope, "Learning With Concept and Knowledge Maps: A Meta-Analysis". *Review of Educational Research,* Vol. 76, No. 3. (2006)

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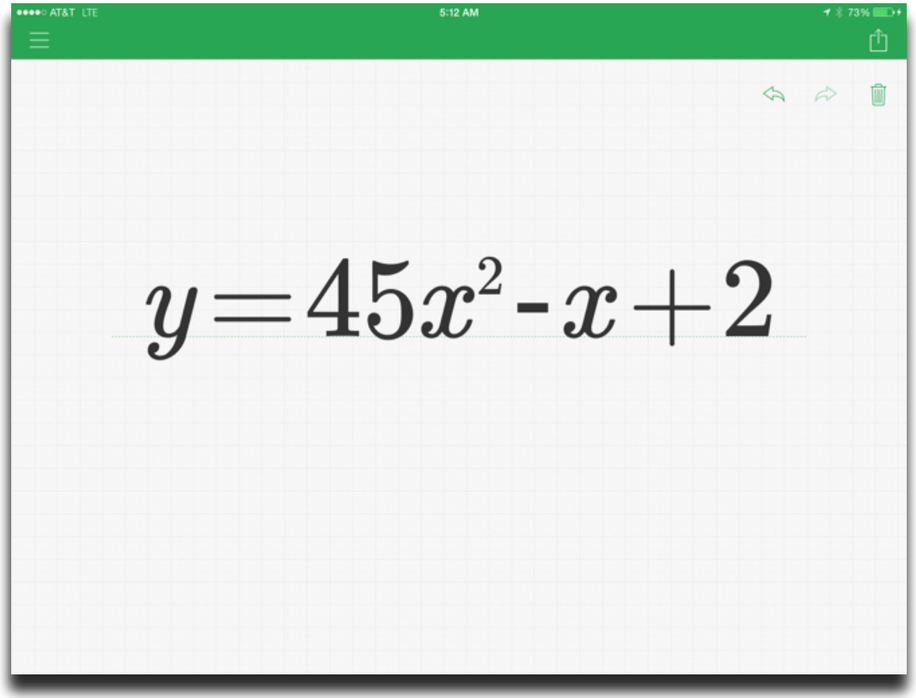

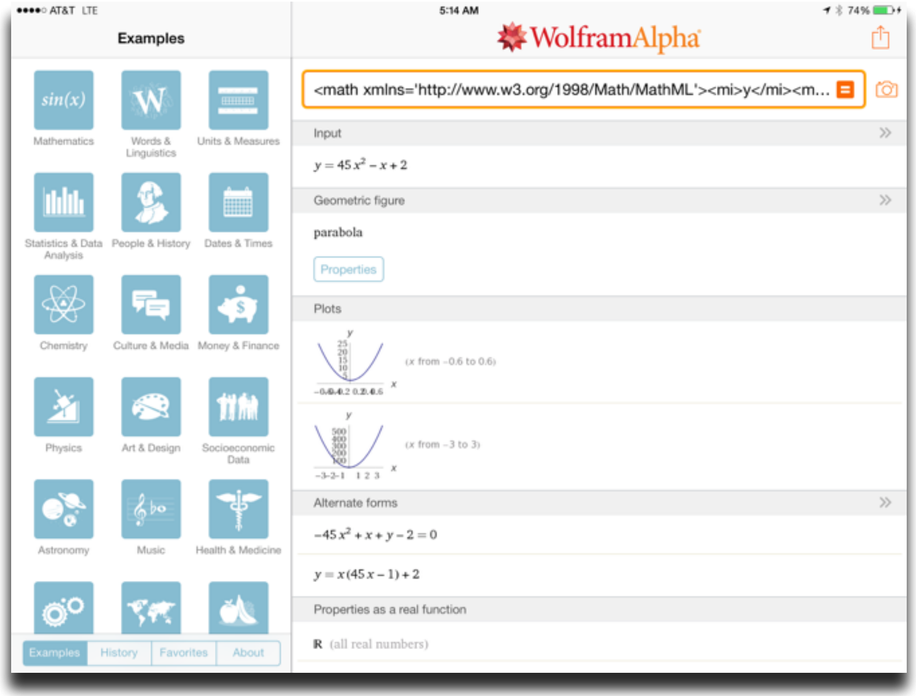

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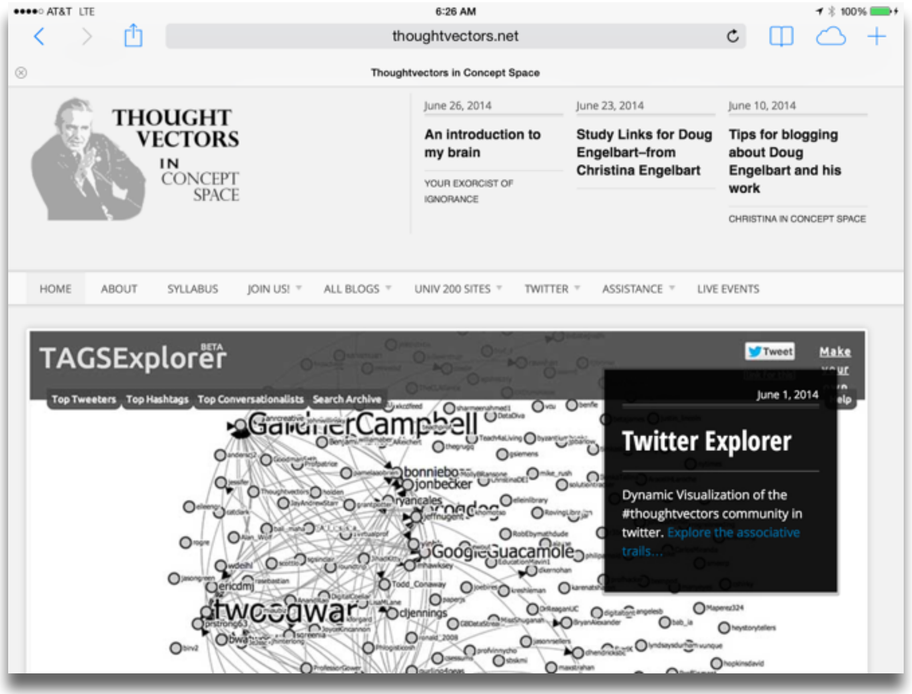

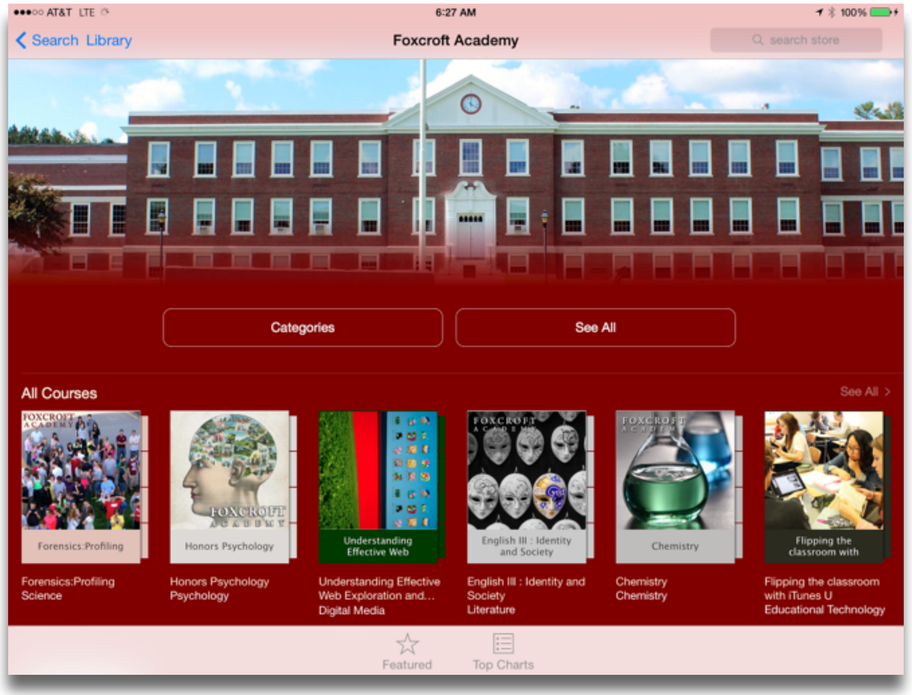

Three Challenges

1. S/A: Use hashtagify.me and Bottlenose Sonar Solo to either:
    - find out more about a current event, or
    - find a network of resources related to a topic of interest

2. A/M: Create an account on WordPress.com, and share with others what you found out in 1. by creating a series of posts that embed some of the materials you found (e.g. tweets) to tell a story.
    - Try to keep the amount of additional explanatory text to a minimum - let the embedded materials tell the story.
    - WordPress will take care of the embedding for you if you use HTML mode, and post the URL of e.g. the tweet on a line by itself: https://en.support.wordpress.com/twitter/twitter-embeds/
    - After you're done, let others know what you've created by posting a tweet with the hashtag #eLearnONT

3. M/R: Scan other tweets tagged with #eLearnONT to find three fellow educators with related interests. Set up a one-hour Google Hangout with them to create as a team a draft version of a SAMR ladder that would use what you found and created in 1. and 2. in the classroom.
    - Share your SAMR ladder with other educators by jointly authoring a new WordPress blog to describe the SAMR ladder, and let them know about it by posting a tweet with the hashtag #eLearnONT


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Popularity: 65.6
Search #tag:
Related Hashtags
Top Influencers
Usage Patterns
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All-time Top 10 Hashtags related to #edtech
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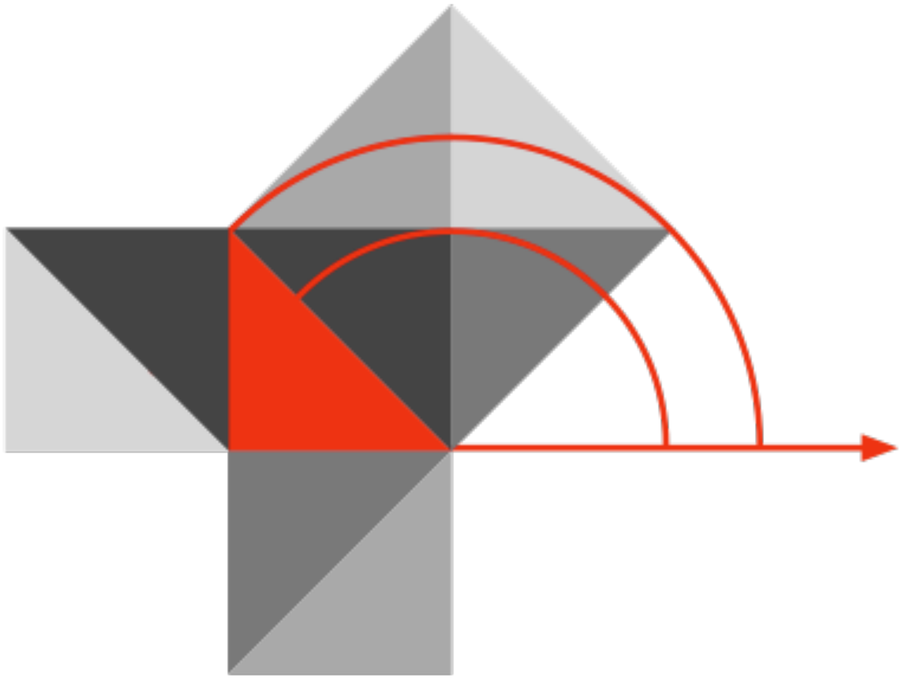

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