



Transform your students'
learning experience
using the SAMR model



how to best implement technology for teaching & Learning

A pair of clear-framed glasses with dark temples is resting on a silver laptop keyboard. The background is a dark, textured surface, possibly a desk or a bag. The text "A bit about me..." is overlaid in a dark red font on a semi-transparent white banner across the middle of the image.

A bit about me...





START

An open notebook with cream-colored pages is shown from a slightly elevated angle. A wooden pencil with a dark eraser and a sharpened lead tip lies diagonally across the left page. The notebook is open to two blank pages, and the right page is slightly more open than the left. The background is a plain, light gray surface.

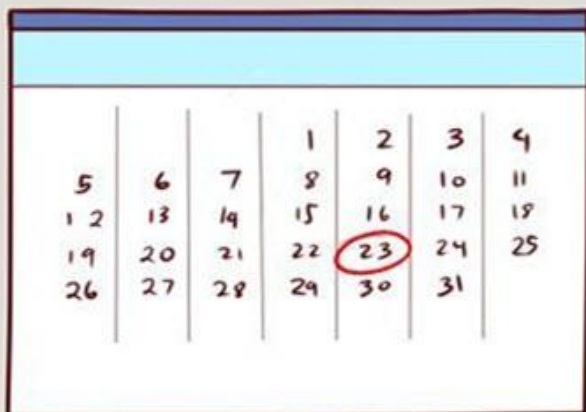
technology is a tool

spectrum activity

1. Technology does more harm than good in the learning process
2. The learning curve associated with technology is too high to justify its use in course activities
3. Students understand how to use technology to assist and improve their learning
4. I feel empowered to incorporate technology into my courses and I think it helps students learn



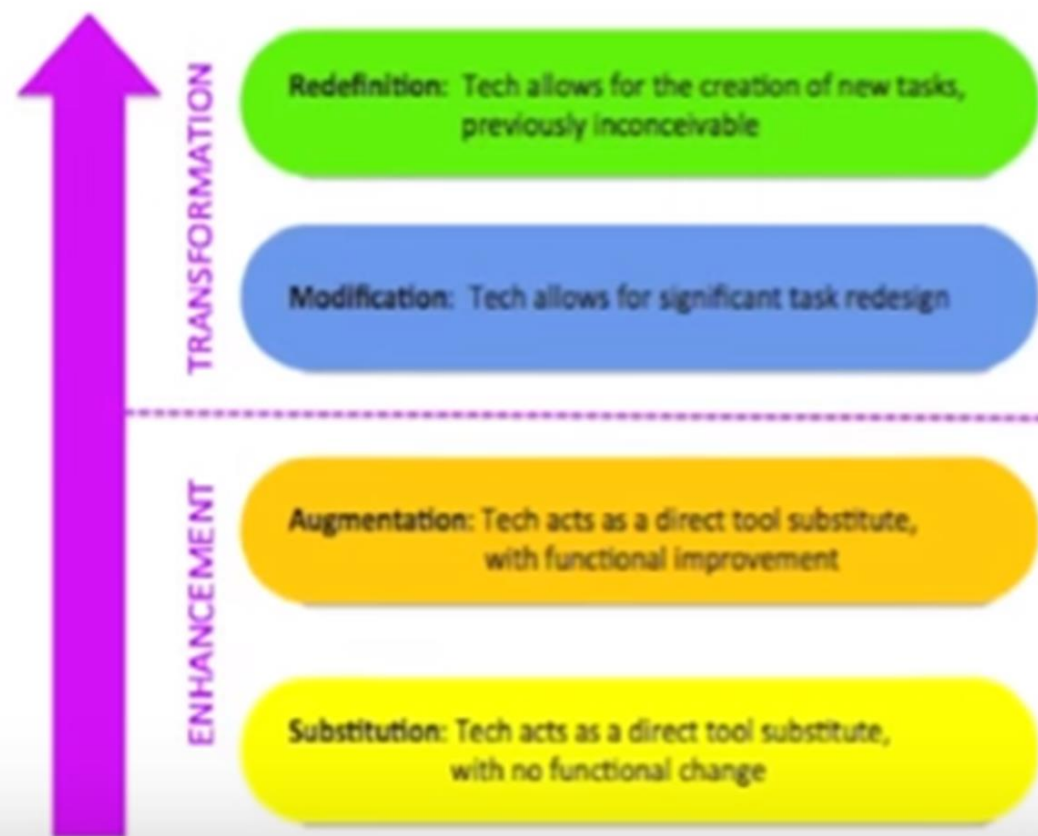
technology fits your
learning goals –not the
other way around



			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



LO ➡ TASK ➡ TECH ➡ IMP



SAMR

in 120 Seconds

www.hippasus.com

Based off of Dr. Ruben R. Puentedura's SAMR Model



0:01 / 1:59



<https://youtu.be/us0w823KY0g>

S
A
M
R



Enhancement



Transformation

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

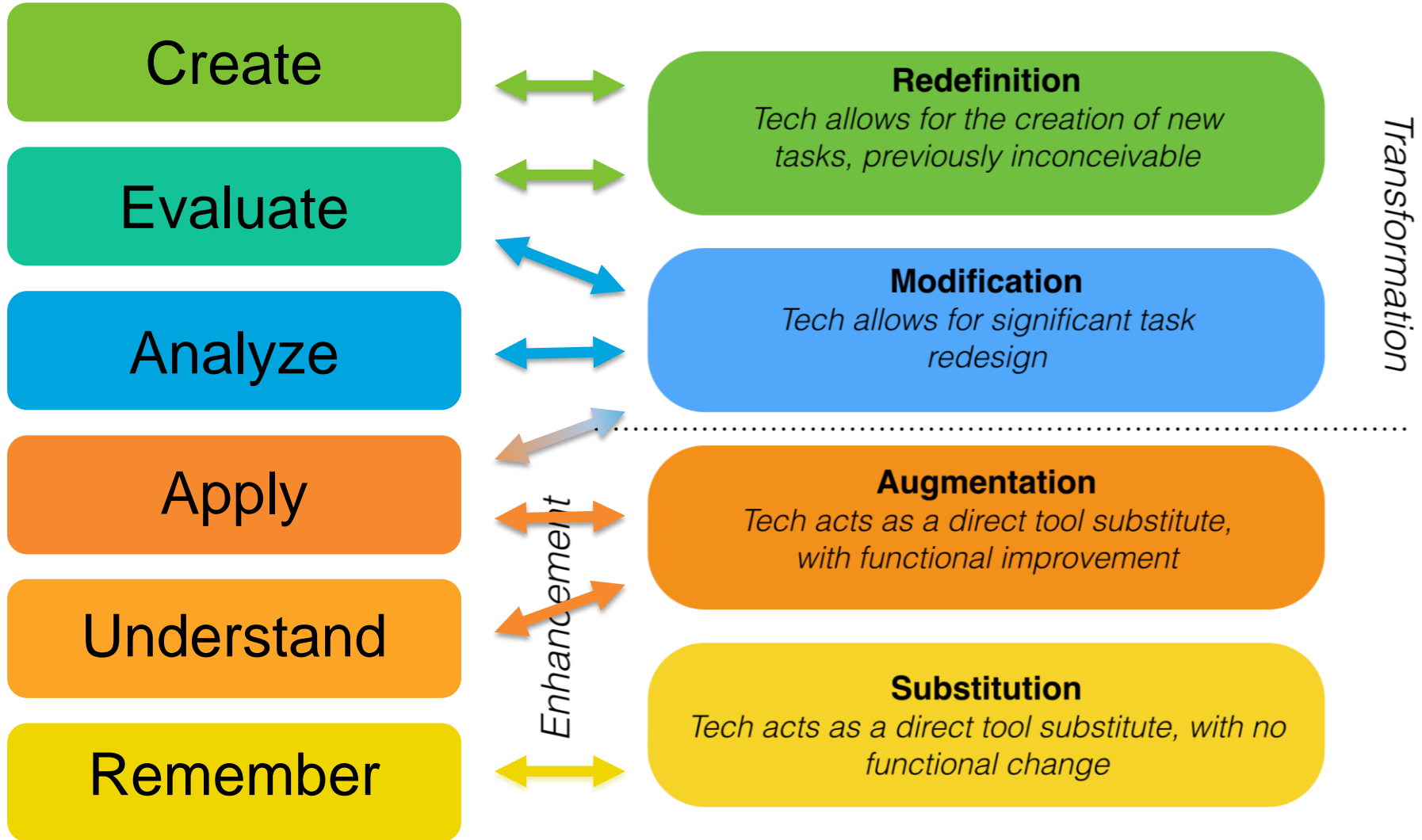
Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

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





OBJECTS IN THE MIRROR ARE
CLOSER THAN THEY APPEAR

Substitution



Augmentation



Modification



Redefinition





ANTH 101

Scholarly Conversation Assignment



Note:

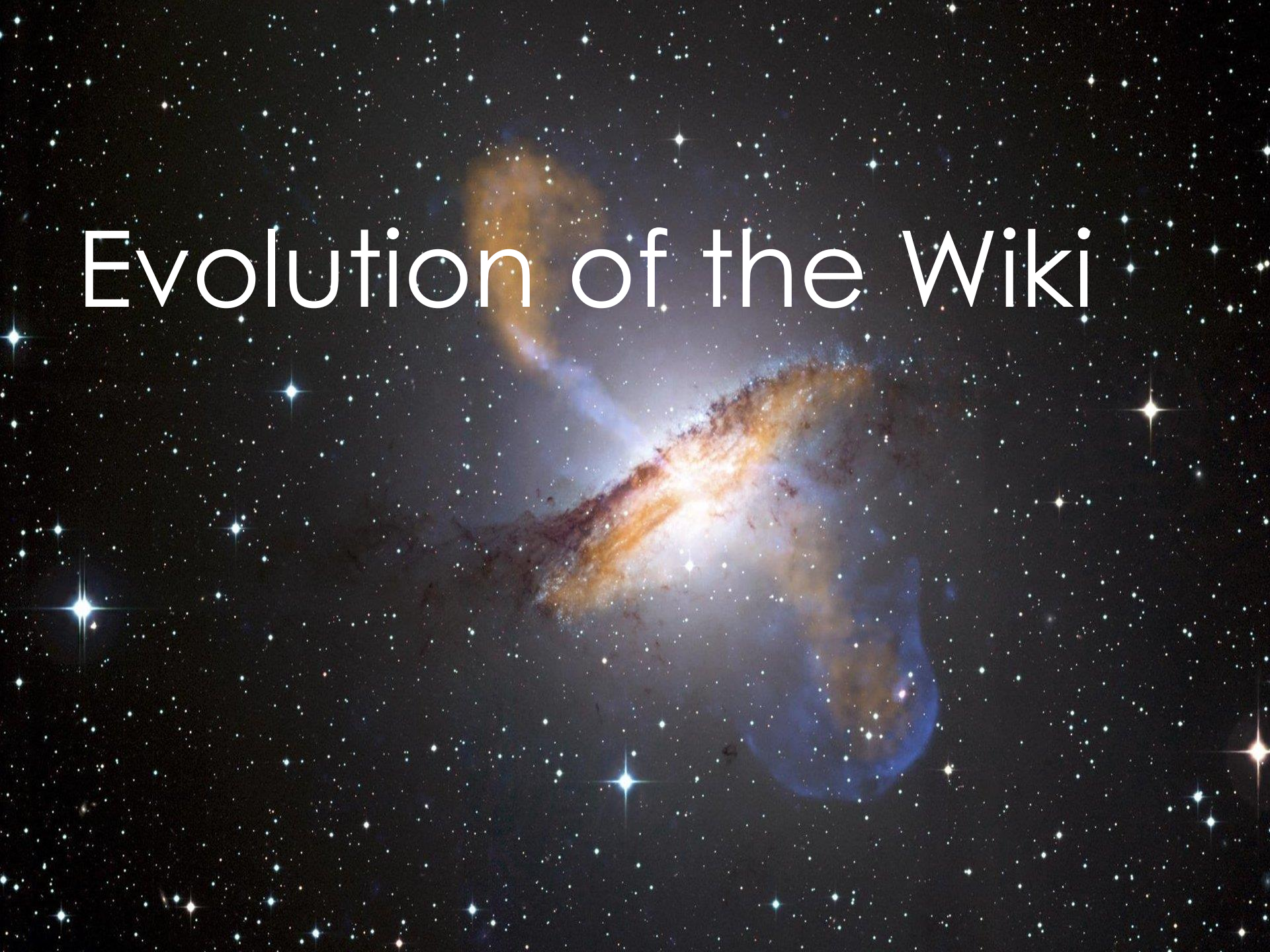
- Subjective
- Don't forget context

ASTR 120/122 Wiki

Astrophotography is the photographing of objects in space and can be as simple as amateur photography to more advanced forms such as the Hubble Space Telescope. Seeing truly is believing, especially when dealing with distant planets, stars, and nebulae. Not only are the images absolutely stunning, but also very revealing of the mysteries of the universe. Astronomers utilize high budget large orbiting telescopes such as The Hubble Space Telescope and the James Webb Space Telescope to see better quality images outside of the distorting atmosphere. Different lenses can capture different wavelengths, such as near-infrared, ultraviolet, and visible light, viewing nebulae in a whole new light (pun intended). The images on the right were taken by Hubble's Wide Field Camera 3, revealing just how broad the wavelength range truly is. The above image is taken in near visible light, while the bottom image is taken in near-infrared light. By using infrared light to penetrate the dust, the infant star is revealed!



Evolution of the Wiki





transition questions

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?

How does this modification contribute to my design?

Does this modification fundamentally depend upon the new technology?

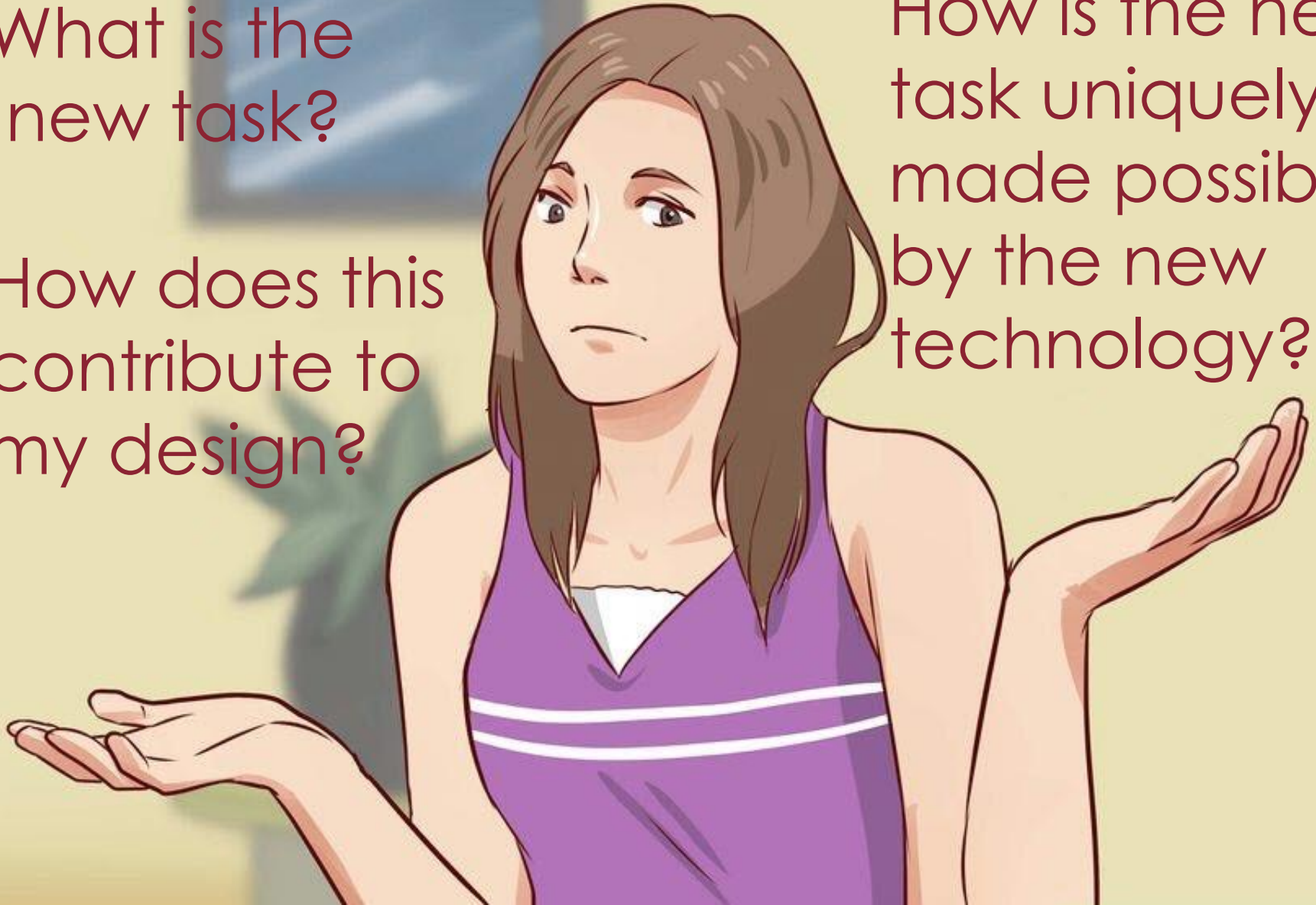


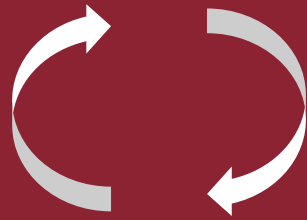
Modification to Redefinition

What is the new task?

How does this contribute to my design?

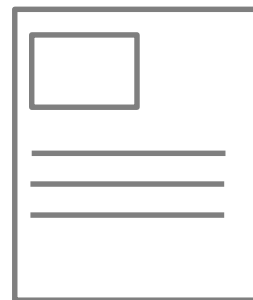
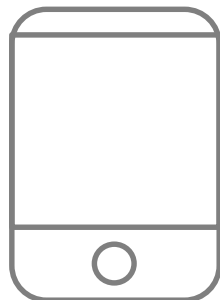
How is the new task uniquely made possible by the new technology?





Process

Product



it's not
the
tech
or tasks
it's
how





why tech fails



Didn't quite work out

Contact

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Resources: bit.ly/SAMR_MacEwanFac

Sources

Slides: 8, 9, 19, 22-26. Image source: <http://www.wikihow.com/Set-SMART-Goals> CC

Slides: 11 & 12. Image source: <https://www.showbie.com/using-showbie-with-the-samr-model/>

Slide: 12 diagram is based on Kathy Schrock's take on SAMR & Blooms

<http://www.schrockguide.net/samr.html>

Slide 7: Used with permission from Michael Vaughn

Slides: 14-16: Image source: https://en.wikipedia.org/wiki/Wing_mirror CC

Slide 17: Image Source: Scott Phillips: <http://www.audiworld.com/how-tos/a/audi-a3-tips-and-tricks-420752>

Slide 20: Used with student permission

Slides: 23-26 transition questions:

http://www.hippasus.com/rrpweblog/archives/2013/10/26/SAMRLadder_Questions.pdf

All other images used under CC – no attribution – from: <https://www.pexels.com>

Software mentioned:

Wiki: <http://www.pbworks.com/>

Citation Mapping: <http://www.vosviewer.com/>

Altmetrics: <https://impactstory.org/>

transition questions

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?