SAMR Explained

Substitution

traditional way, to the task. There is no change with technology. task in the Involves doing the



Augmentation

Involves some

of the features of changed, but use it is still a direct are incorporated the technology The task has not tool substitute. improvement but functional



Modification

Redefinition

changed. Involves product has developed, the process may have outcome has beer The learning



giving a different enhanced. The Using multimedia kind of task. Eg.

Questions to ask:

- the task? Does the technology add new features that improve
- contribute to my design? How does this feature
- How do the new features learning task? improve the quality of the
- the students? Teachers? School? What are the benefits for

the students? Teachers?

What are the benefits for

technology? addition of the task/outcome warrant the

technology?

Does the learning

technology with the new

process or older

replacing the traditional

Questions to ask: What will be gained by

outcome has The learning been reinvented

process and the technology. The inconceivable different. product are without The task is now

Questions to ask:

- significantly change with the use of technology? Does the task
- upon the new technology? fundamentally depend Does this modification
- depth of the learning task? the quality, breadth and/or process/product improve How does the new

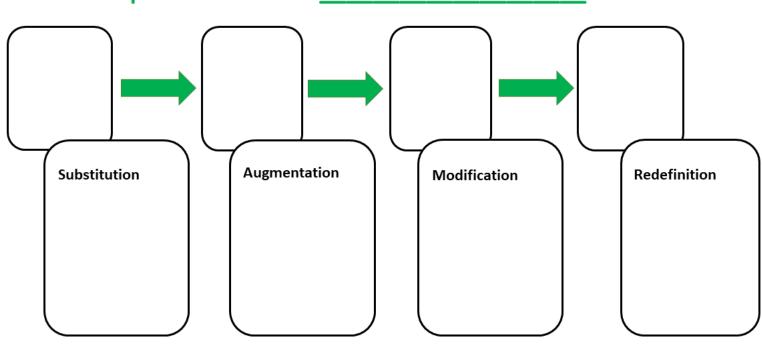
Questions to ask:

- Does the technology inconceivable? tasks previously allow for creation of new
- original task be retained? Does it need to be? Will any portion of the
- and/or outcomes? contemporary or futurecontribute to Does the redefined task focused learning needs

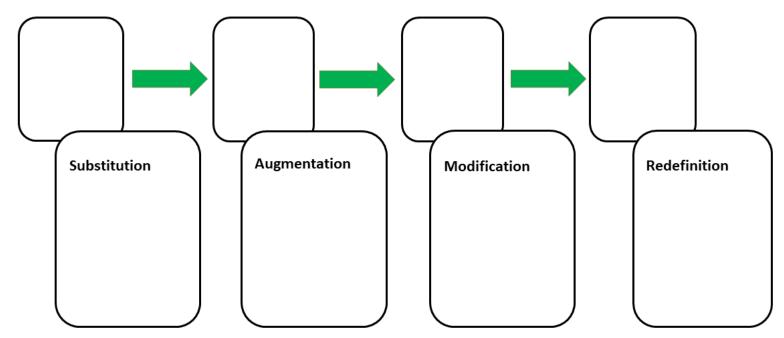
and teaching. SAMR was developed by Ruben Puentedura as a model for examining how technology is used in classrooms and schools. It provides a technique for moving through degrees of technology adoption to find more meaningful uses of technology in learning

EmergingEdTech.com Adapted from: EdofICT Wiki, hippasus.com &

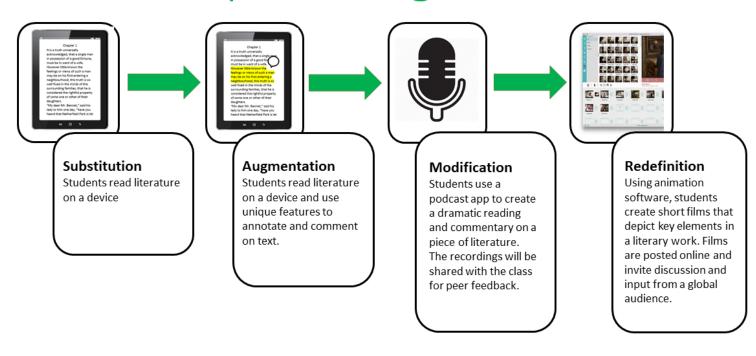
Template for _____ SAMR



Template for _____ SAMR

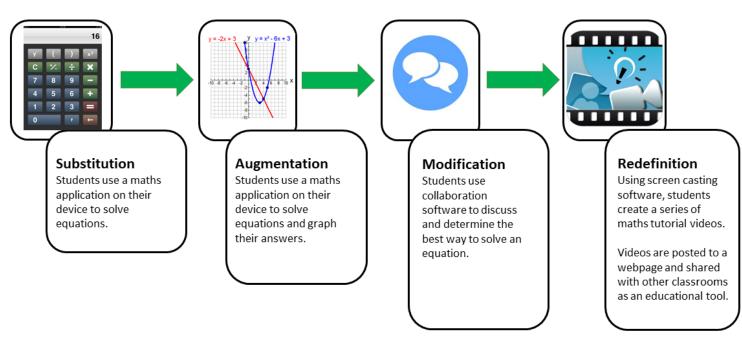


Example of English SAMR



Source: aharris425

Example of Maths SAMR



Example of Science SAMR









Substitution

Students use a word processing document to discuss global warming and how they can prevent changes in the atmosphere

Augmentation

Students use a word processing document to discuss global warming and how they can prevent changes in the atmosphere. Students use spell check, thesaurus, and clip art to enhance their paper.

Modification

Students will design and present document / flyer that publicise actions individuals can take to positively impact the environment. They will create & import graphs, charts and graphics from different programs.

Redefinition

Teams of students collaborate to create a blog or webpage that promotes positive environmental change. Web Page includes: student written articles, research, videos, links and feedback opportunities for readers.

Source: aharris425

Example of History SAMR















Substitution

Students use presentation software to write a report about the causes of the French Revolution.

Augmentation

Students use online presentation software to write a report about the causes of the French Revolution including pictures, animations and transitions.

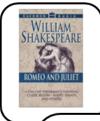
Modification

Students create a podcast explaining the causes of the French Revolution to be shared with the class for peer feedback.

Redefinition

Teams of students collaborate to create a documentary highlighting the causes of the French Revolution to be published on the class website.

Example of English SAMR











Substitution

Students access Shakespeare texts / eBooks and read online.

Augmentation

Students create annotations and use online dictionaries, study guides, history sites and link these to the note taking app on their device.

Modification

Students create a blog to document their literature learning journey supported with multimedia. This can be shared with the class for peer and teacher feedback.

Redefinition

Groups of students collaborate to create a concept map, to illustrate through constructed multimedia how the culture of the time impacted on Shakespeare's writing.

Derived from: EdofICT Wiki @Julia_boulton

Example of Geography SAMR











Redefinition

Students explore the chosen travel location using Google Earth to promote the viability of the location as a tourist destination. Inclusion of interviews with residents or tourists and data from social media sites to validate claims.

Substitution

Students use publishing software to create a poster about a travel destination.

Augmentation

Students use publishing software to create a travel brochure that incorporates hyperlinks and embedded content.

Modification

Students collaborate in small groups to create a travel documentary.

Example of Visual Arts SAMR











Substitution

Students use a digital drawing/painting program or app (eg. Paper Fifty-Three) to draw or paint a picture.

Augmentation

Students use a tool that allows the creation of the digital drawing to be "played back" (eg. Educreations).

Modification

Students create a blog portfolio/artspace to showcase their digital art, using gallery-style themes and/or lightbox plugins. Their art work can be shared with a local or global audience for feedback.

Redefinition

Students create artwork collaboratively using a collaborative online whiteboard and publish to the school website or social media sites. (eg. Drawpile)

Adapted from: Kelly Walsh, EmergingEdTech

Example of Phys Ed SAMR















Substitution

Students watch training videos of athletes to demonstrate the skills and routines required.

Augmentation

Students access links to training content, teacher instruction and videos. The lessons are *flipped* with students watching as homework, and using class time for practice and application of skills.

Modification

Teachers/students record each other performing physical skills or routines, watch the recordings and provide feedback/feedforward that can be immediately acted upon.

Redefinition

Teachers/students use an app platform (eg. Coach's Eye) to capture training and lessons, providing a space for shared feedback/ feedforward. Use a range of collaborative trackers and monitors to keep an ongoing record of progress.