

Transforming Educational Technology Integration

Bill MacKenty

Director of Technology

American School of Warsaw

www.mackenty.org

Many Thanks to Bob Stegner, Cheryl Bohn, and Nick Kwan,
who helped me collaboratively create this presentation.



Goals

Learn about the SAMR Model

Listen to some practical examples

Reflect on a real-world integration activity

Ask questions / learn more



Reflect on how you use technology when you are working with your students.

Note Activity

Please use the paper at your table. Write ONE tech integrated project you currently do in your classroom, or one way technology is embedded in the weekly curriculum.



SAMR Model

.....developed over 5 years ago by Dr. Ruben Puentedura... in simple terms... SAMR is the acronym summarizing a four-stage model for looking at and understanding one's use of educational technology.....

from Gary Akerman's blog <http://www.nelms.org/blog/index.php>



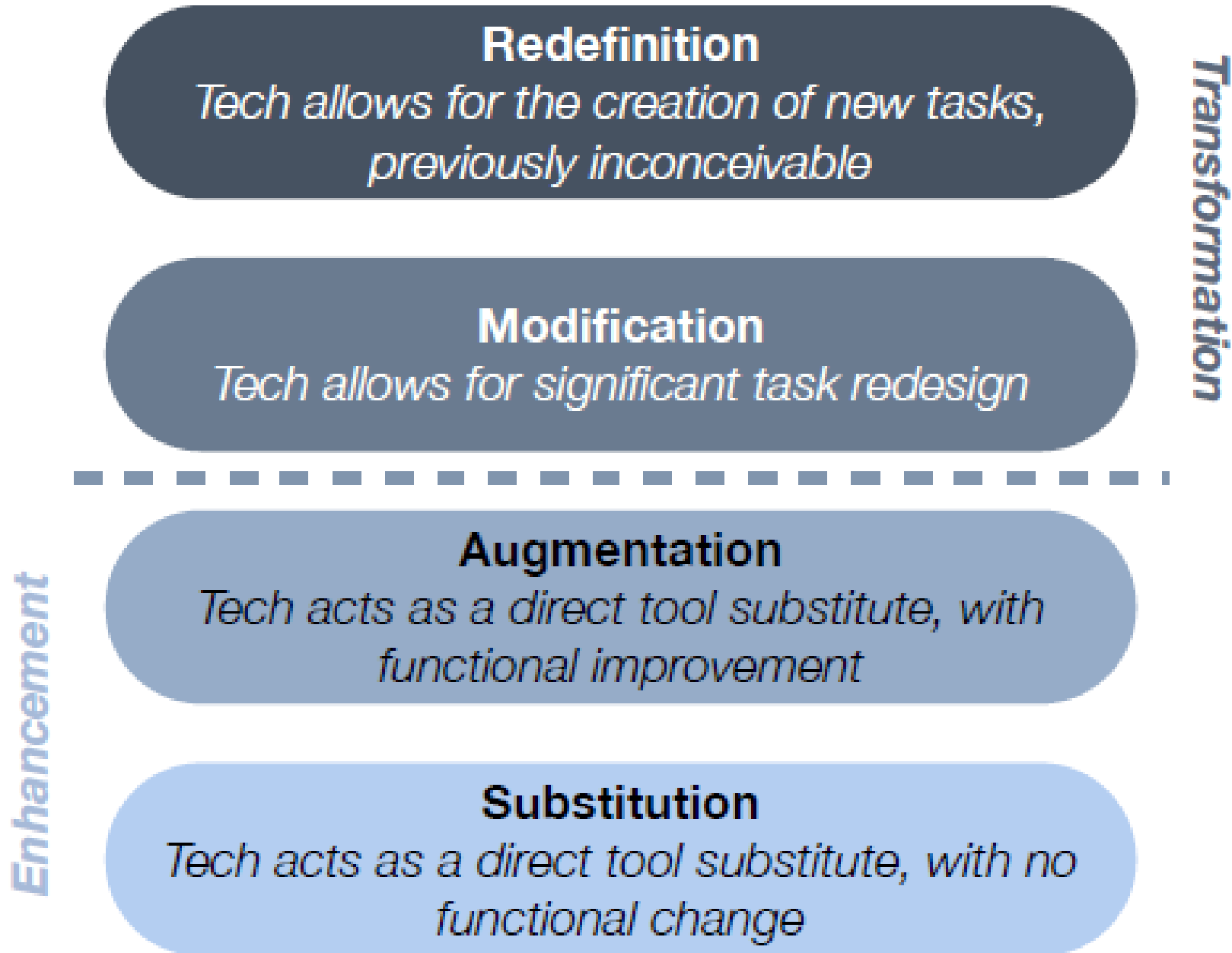
4 Stages to Integration

1. **Substitution**: technology acts as a direct tool substitute with no functional change.
2. **Augmentation**: technology acts as a direct tool substitute with functional improvement.
3. **Modification**: technology allows for significant task redesign.
4. **Redefinition**: technology allows for the creation of new tasks, previously inconceivable.

from <http://www.hippasus.com/rrpweblog/>



The four stages of the SAMR model



An example over time

Previous Practice...

M. Smith is a classroom teacher who teaches writing. Some time ago, the primary mode for writing in class was pencil/pen and paper.

Substitution is ...

Students in M. Smith's class use a word processor for their writing. Students can now easily edit and format their writing. Published student work is now printed rather than handwritten. Students can save various drafts of their work and can produce multiple copies of the finished product without using a photocopier.



An example over time

Current Practice...

Students in M. Smith's class use a word processor for their writing. Students can now easily edit and format their writing. Published student work is now printed rather than handwritten. Students can save various drafts of their work and can produce multiple copies of the finished product without using a photocopier.

Augmentation is ...

Students improve their writing through utilizing the embedded tools in the word processor such as the spelling and grammar check, and the built-in thesaurus. Images, digital photographs and graphics are now easily incorporated into the overall document design. Students can choose easily from multiple page layouts and alternate page designs to enhance their product.



An example over time

Current Practice...

Students improve their writing through utilizing the embedded tools in the word processor such as the spelling and grammar check, and the built-in thesaurus. Images, digital photographs and graphics are now easily incorporated into the overall document design. Students can choose easily from multiple page layouts and alternate page designs to enhance their product.

Modification is ...

M. Smith shifts the focus of some of the class writing assignments to be collaborative. Students utilize online wikis to write in small groups, conduct peer editing and feedback, and to comment on each group's final products. Work on the projects can be done synchronously in class time, as well as asynchronously out of class. The final writing projects are shared electronically with the wider school community through the class website/blog.



An example over time

Current Practice...

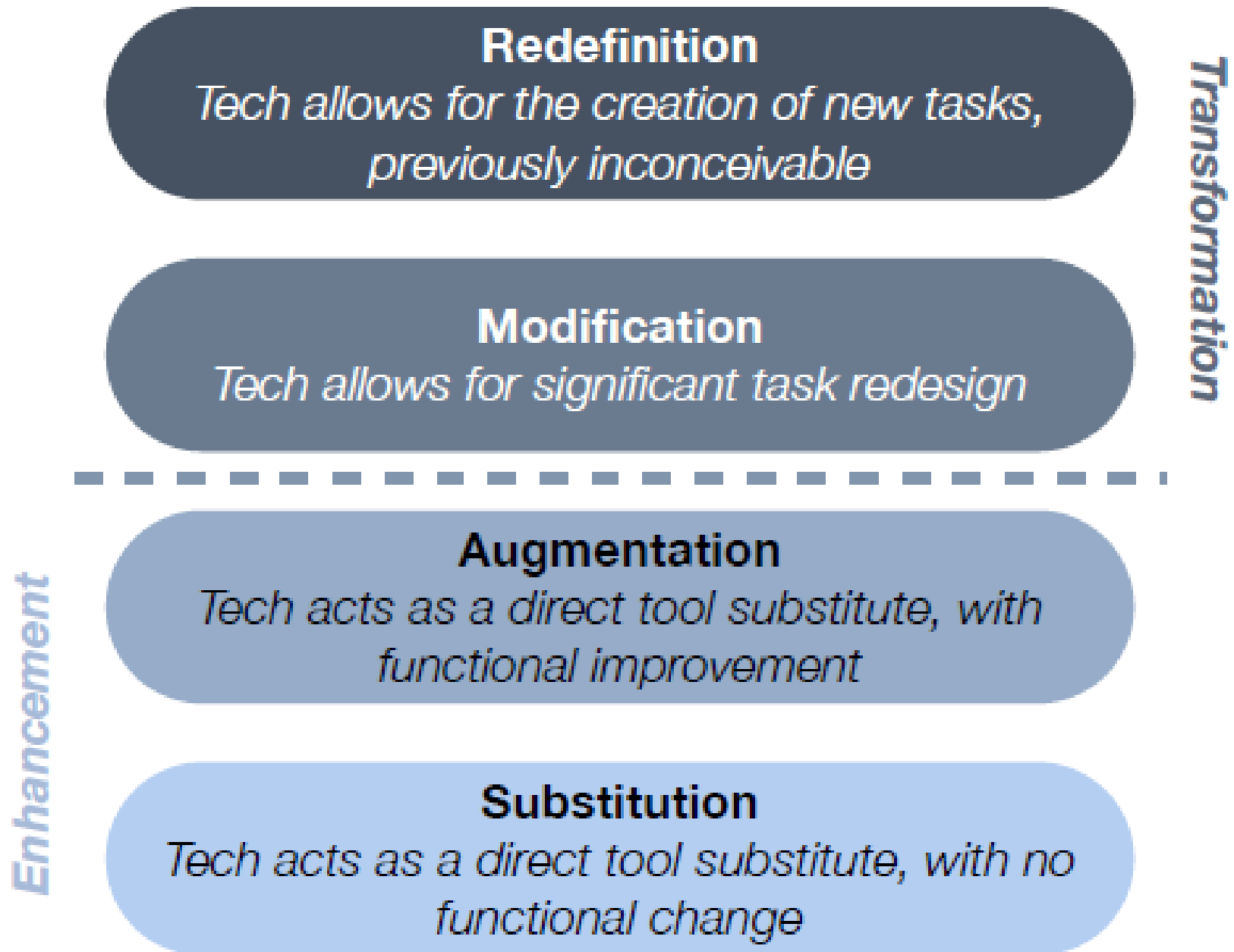
M. Smith shifts the focus of some of the class writing assignments to be collaborative. Students utilize online wikis to write in small groups, conduct peer editing and feedback, and to comment on each group's final products. Work on the projects can be done synchronously in class time, as well as asynchronously out of class. The final writing projects are shared electronically with the wider school community through the class website/blog.

Redefinition is ...

M. Smith's class collaborates with other classes locally or globally on a common issue or problem. Students research and share their findings in order to find a common solution. The project has grown to be cross-curricular and multidisciplinary, utilizing the strengths of the students in the different classes. Students use a variety of multimedia to collect, communicate and distribute their findings and conclusions. Various technologies are used to communicate and share information between the various school groups.



The four stages of the SAMR model -> Where does your current teaching fit in the SAMR model?



Breakout Activity

- Use the SAMR model to identify various stages the activity has fit into over time
- Share your activity with your team/department members
- **With your group** - choose one of the activities from your team that falls under Enhancement; collaboratively identify ways in which the activity could be moved up into Transformation



Thank You

- Use the SAMR model to identify various stages the activity has fit into over time
- Share your activity with your team/department members
- **With your group** - choose one of the activities from your team that falls under Enhancement; collaboratively identify ways in which the activity could be moved up into Transformation

