Go beyond Teaching with Technology

November 25th, 2019

SESSION OUTLINE

1. Teacher Competences
2. The SAMR model
3. SAMR examples
4. SAMR activities
5. SAMR Self-Assessment
6. Outcomes of a well-balanced SAMR lesson
7. Conclusions

TEACHER COMPETENCES

Taken from https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm

THE SAMR MODEL

SAMR is a useful tool for helping teachers identify and examine their current use of technology in order to design purposeful and meaningful student learning experiences using technology.

THE SAMR MODEL

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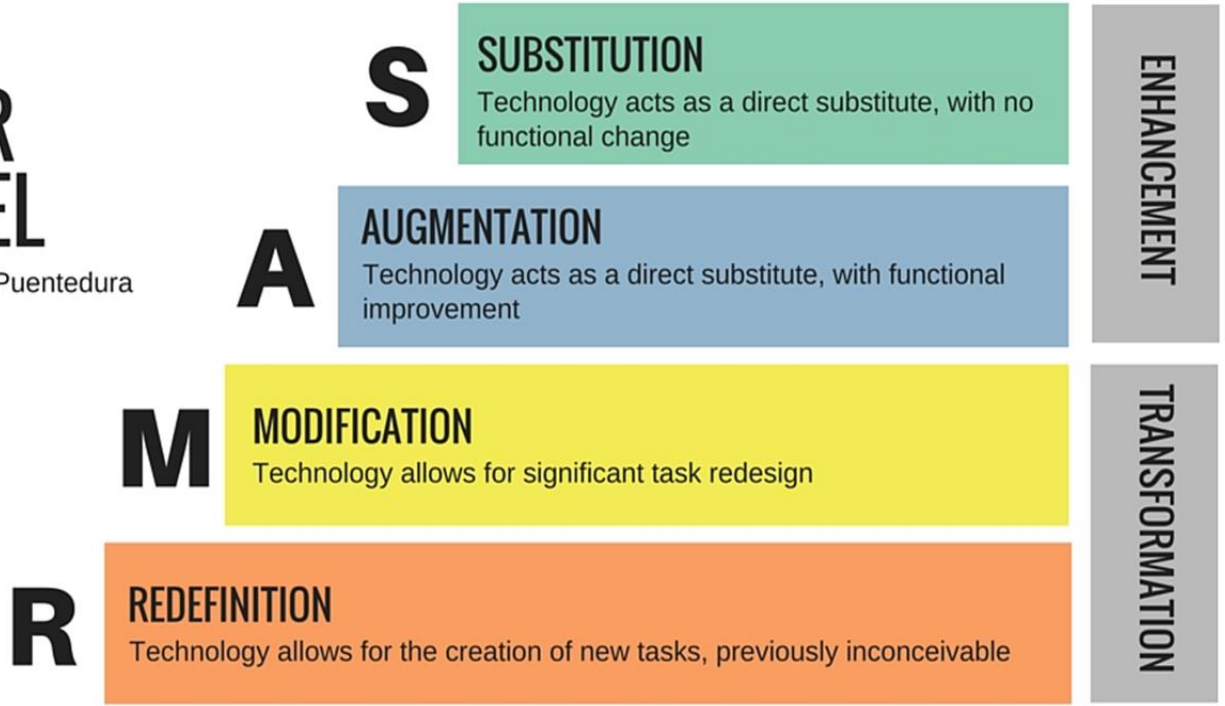


Taken from http://digitechdigilearn.global2.vic.edu.au/online-tools/

SUBSTITUTION

- The task remains unchanged
- The tech tool does not alter the way students interact with the task

Writing digitally is a substitute for physically writing

AUGMENTATION

- The task remains unchanged
- The tech tools encourage the use of multimedia

With «Mindmup» students link to images, websites, videos

MODIFICATION

- The task is modified
- The tech tool facilitates collaboration

Google Docs allows students to collaboratively write texts in real-time

REDEFINITION

- The task is significantly redesigned
- Technology encourages students to engage in real-life problems and interact with authentic audiences

A blog that connects students with an audience outside of the classroom

SAMR EXAMPLES - VOCABULARY

- Students use their cellphones to take pictures of special items.

SUBSTITUTION

- Students create a multimedia presentation on which they include the assigned vocabulary. Instead of using photos, they can record videos showing the target words.

AUGMENTATION

SAMR EXAMPLES- VOCABULARY

- Students annotate and label the images using PicsArt, Thinglink. They share their images on Padlet (online digital wall) and comment on their partner's pictures.

MODIFICATION

- Students write a story with multimedia content to integrate the new vocabulary. Using apps such as Book Writer or StoryKit, they can turn their texts into e-books, which can be shared on the class blog and social networks.

REDEFINITION

Use presentation software (like Power Point or Prezi) to construct a presentation providing information about selected location.

Incorporate interactive multimedia – audio, video, hyperlinks - in the presentation to give more depth and provide more engaging presentation.

Explore location with Google Earth; seek out and include interviews with people who have visited the location.

Create a digital travel brochure that incorporates multimedia and student created videos.

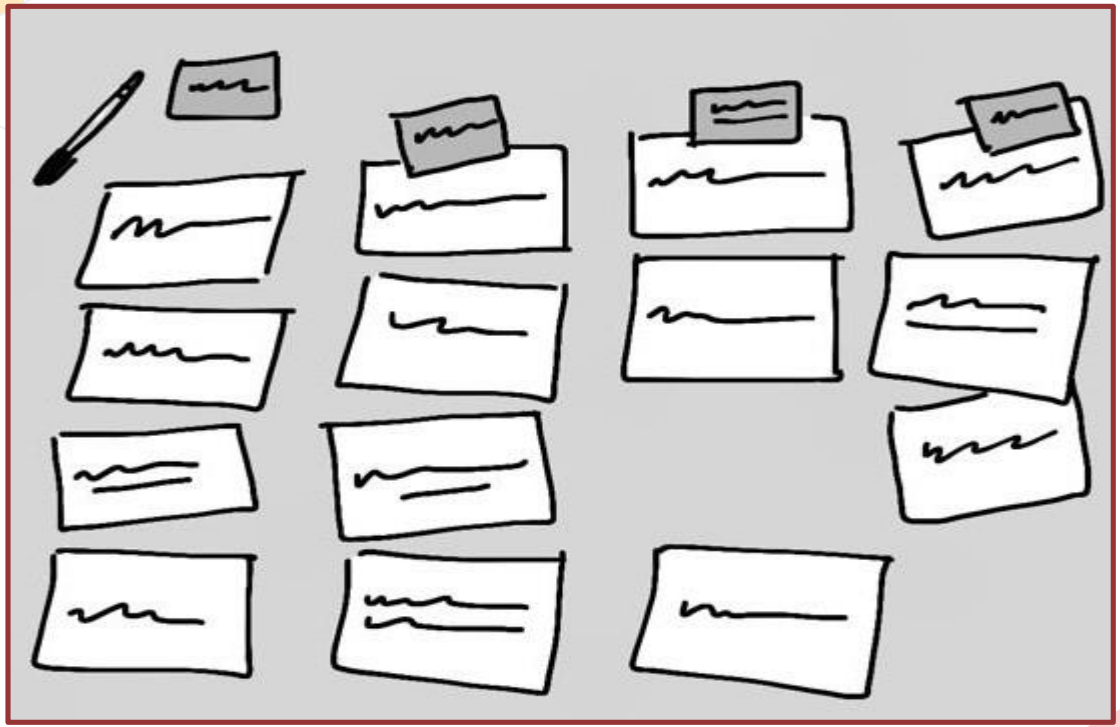
Some digital tools are used to mark up the text with notes, highlight words, and use an online dictionary.

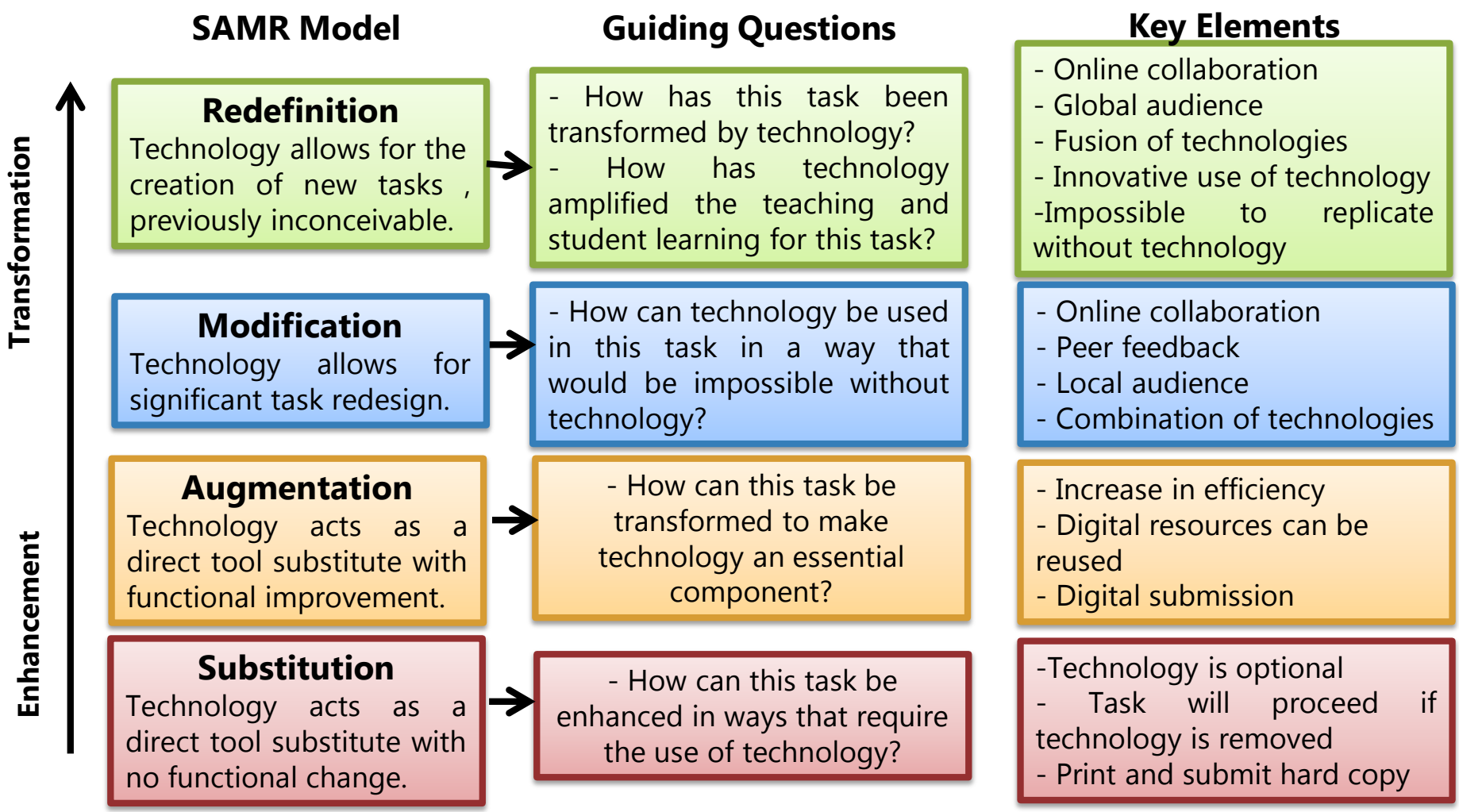
Find a text online to use in place of one of the texts in your course book. Students read it and answer questions.

Students research the background to the text online and create a digital survey that is shared through social networks. With the data collected, an infographic or video report is prepared to show the survey findings.

Students share their reflections about the text on a class blog and they write comments on each others' posts. Students later meet in a virtual live forum to discuss and debate the content.

SAMR CARD SORT ACTIVITY




SAMR Model
Guiding Questions
Key Elements
Transformation
Enhancement
Redefinition
Technology allows for the creation of new tasks , previously inconceivable.
- How has this task been transformed by technology?
- How has technology amplified the teaching and student learning for this task?
- Online collaboration
- Global audience
- Fusion of technologies
- Innovative use of technology
-Impossible to replicate without technology
Modification
Technology allows for significant task redesign.
- How can technology be used in this task in a way that would be impossible without technology?
- Online collaboration
- Peer feedback
- Local audience
- Combination of technologies
Augmentation
Technology acts as a direct tool substitute with functional improvement.
- How can this task be transformed to make technology an essential component?
- Increase in efficiency
- Digital resources can be reused
- Digital submission
Substitution
Technology acts as a direct tool substitute with no functional change.
- How can this task be enhanced in ways that require the use of technology?
-Technology is optional
- Task will proceed if technology is removed
- Print and submit hard copy

WHAT'S YOUR ACTIVITY SAMR LEVEL?

SELF-ASSESSMENT QUESTIONS

- How does technology contribute to my lesson plan?
- What will I gain by replacing the older technology with the new technology?
- What technology will be used to substitute the traditional tools?
- How will student outcomes and the learning design be enhanced by replacing the older practices with the new technology?
- How has technology modified the original activity?
- How does technology improve the learning design and student outcomes?
- How does this activity modification depend on the new technology?
- How is the new task made possible by the new technology?

OUTCOMES OF A WELL-BALANCED SAMR LESSON PLAN

- High level of student engagement
- Highligths collaboration
- Reaches global audience
- Exercises critical thinking & creativity
- Authentic communication purpose
- Develops students' autonomy

CONCLUSIONS

- Effective incorporation of technology goes hand in hand with teacher training.
- Linguistic competence, pedagogical competence and digital competence are key teachers' skills in Professional Development Programs.
- SAMR is a tool to help teachers self-assess how they are using technology to impact learning.
- The important concept to grasp in the SAMR model is the level of student engagement, and help them move from the consumer to the creator role.

Thanks!

Any questions?

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