

# Designing for Sustainability

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Ruben R. Puentedura, Ph.D.

## Transformation

### **Redefinition**

*Tech allows for the creation of new tasks,  
previously inconceivable*

### **Modification**

*Tech allows for significant task redesign*

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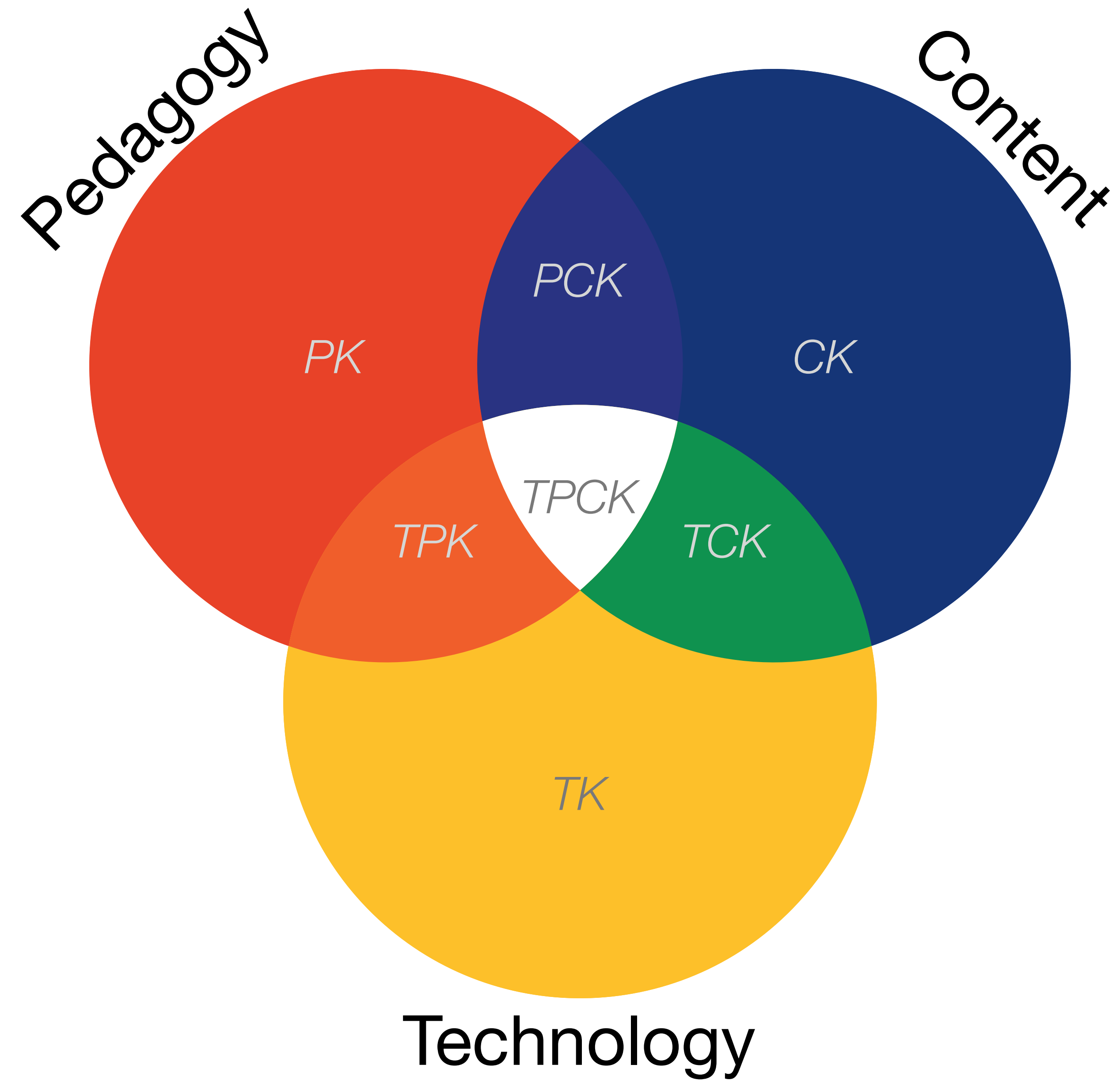
### **Augmentation**

*Tech acts as a direct tool substitute,  
with functional improvement*

### **Substitution**

*Tech acts as a direct tool substitute,  
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## Enhancement



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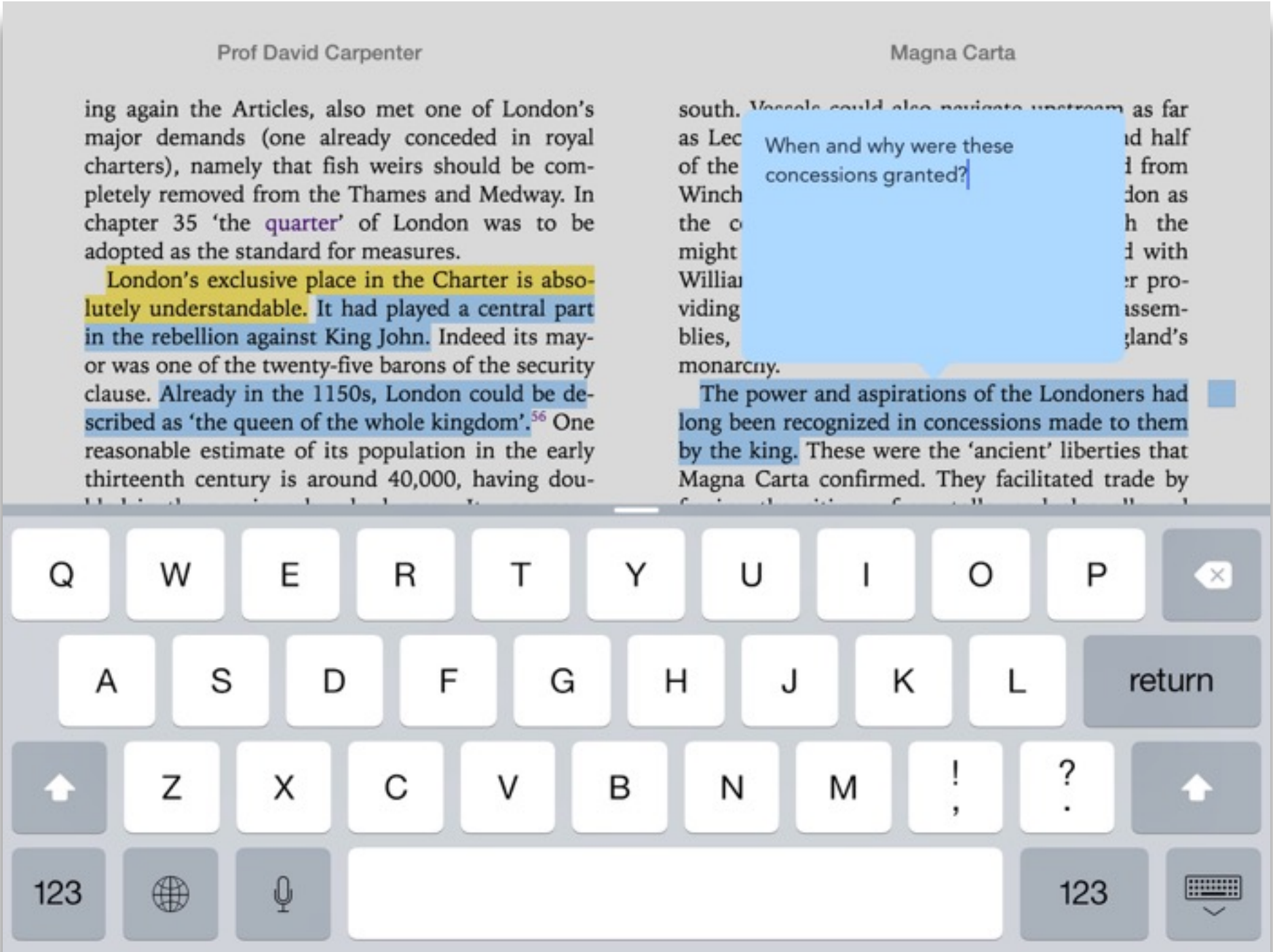
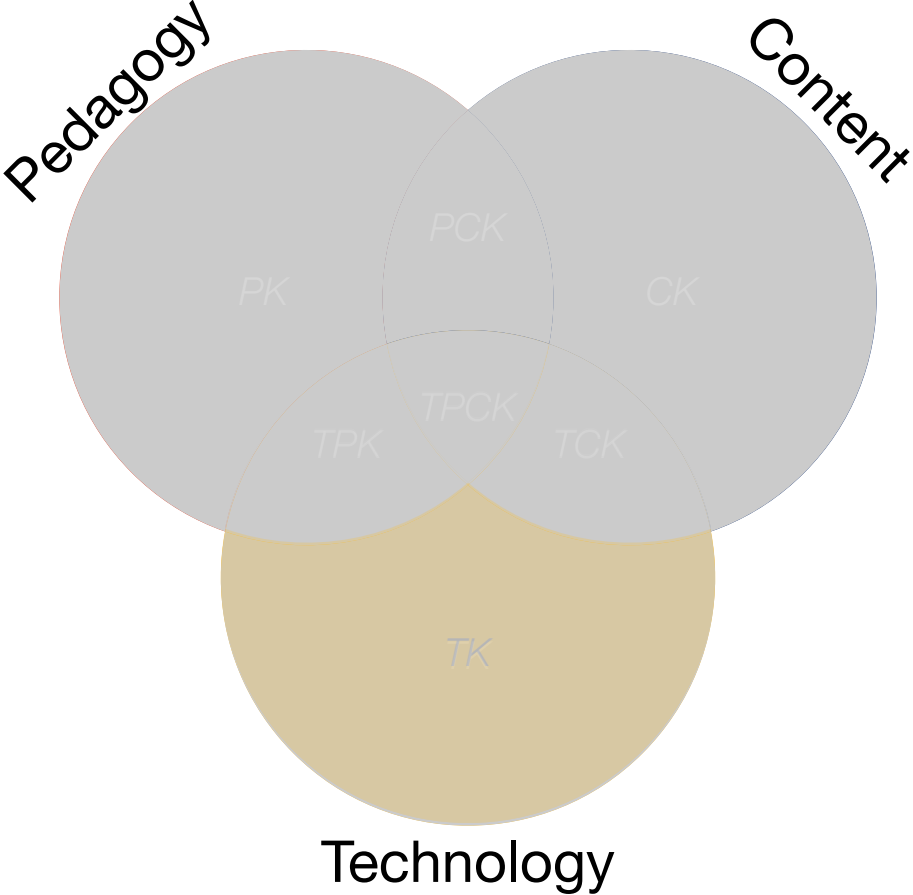
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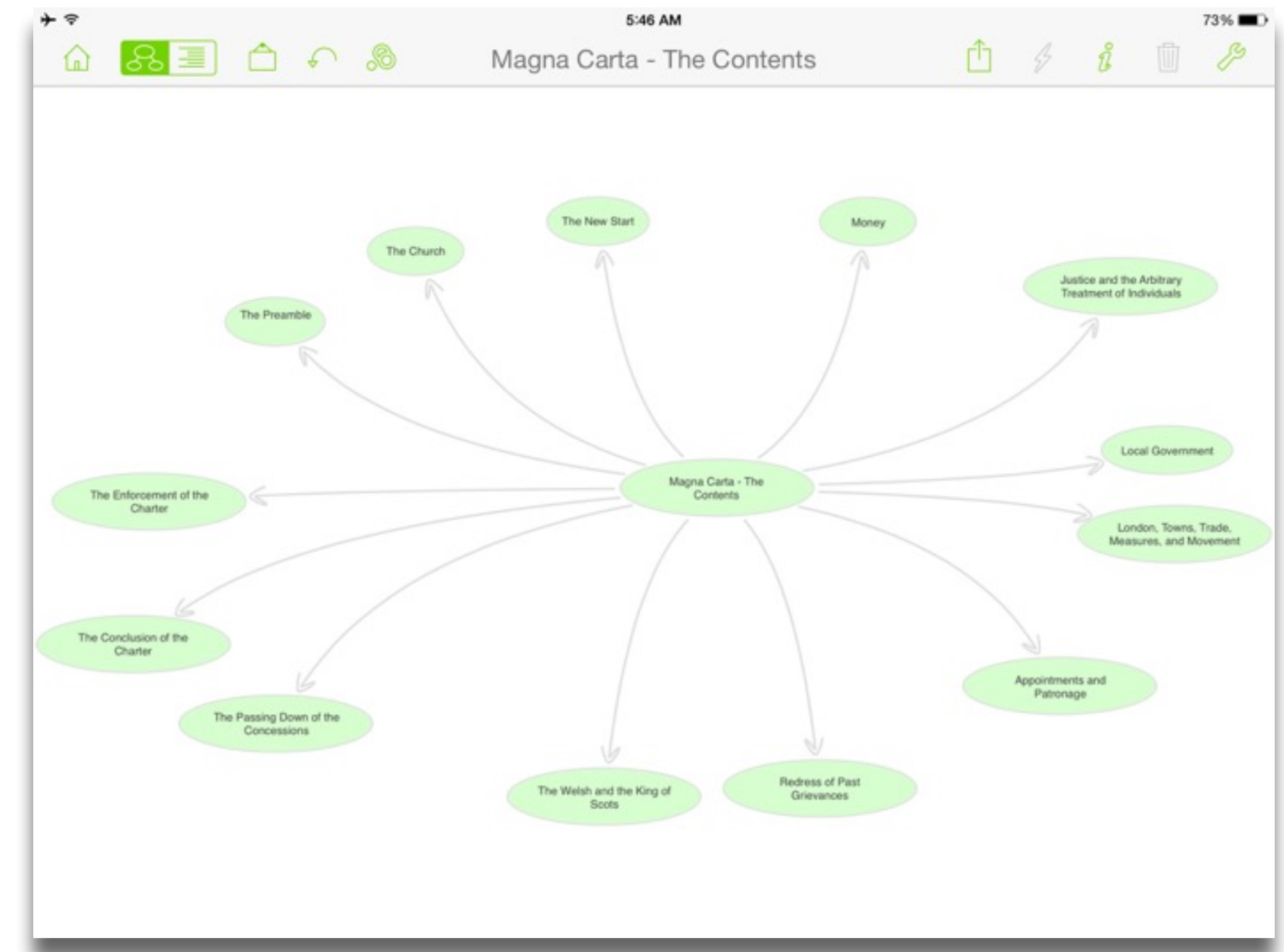
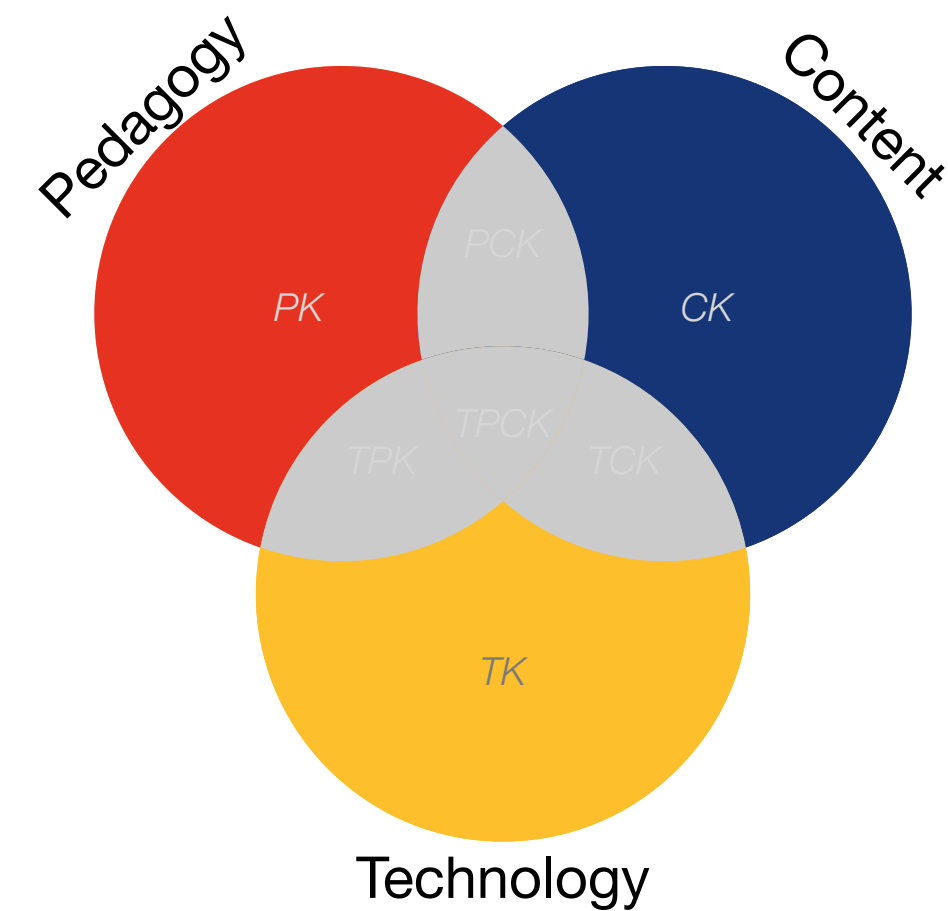
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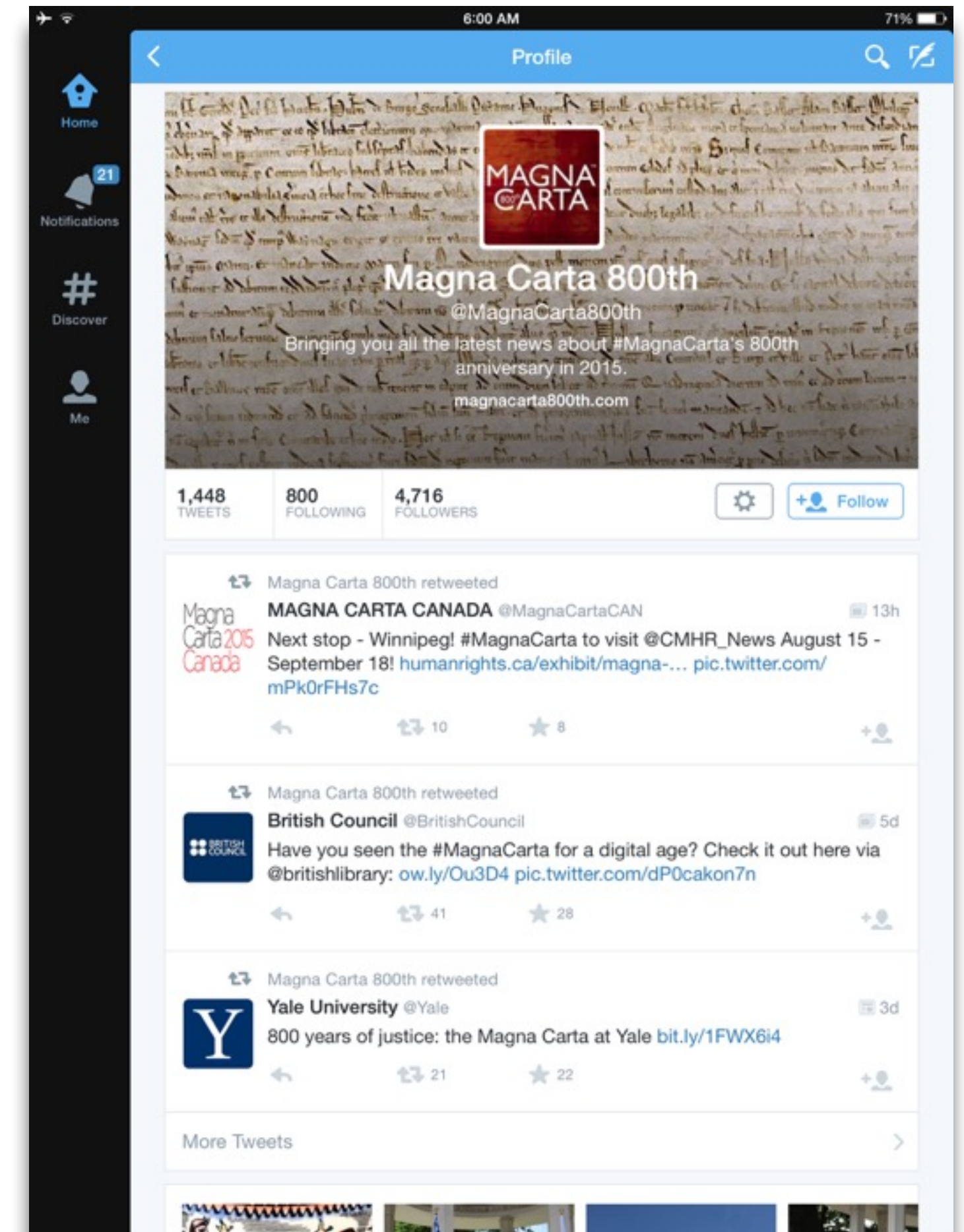
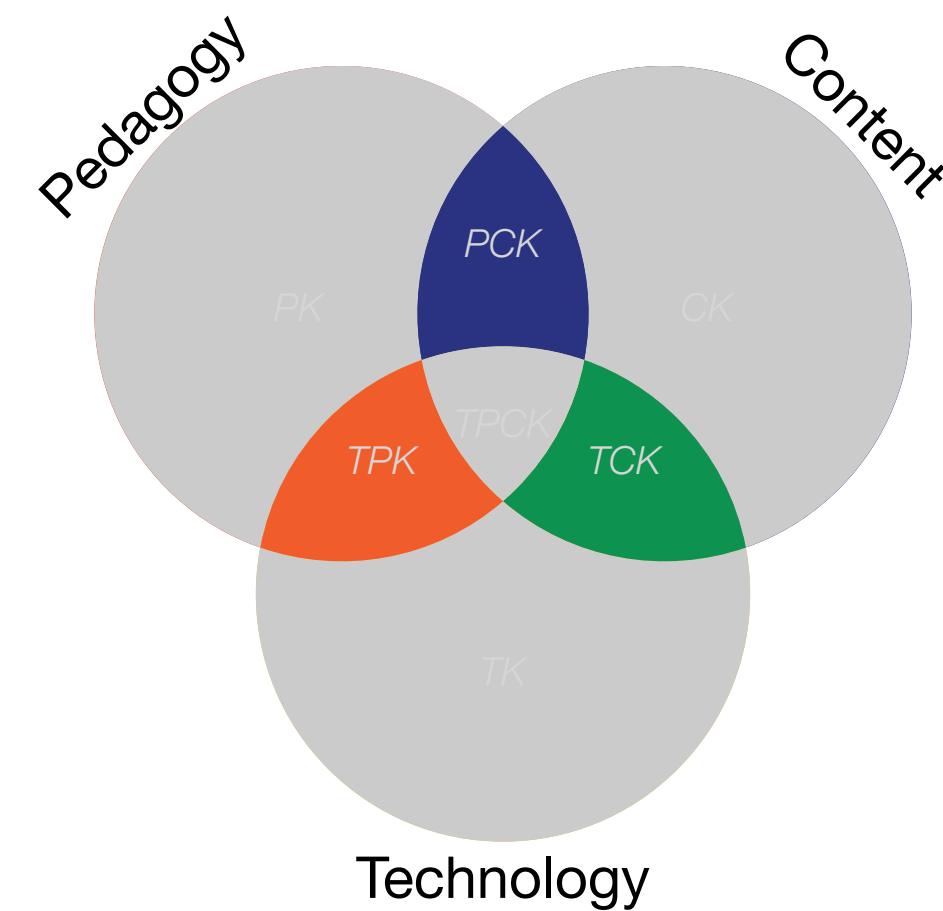
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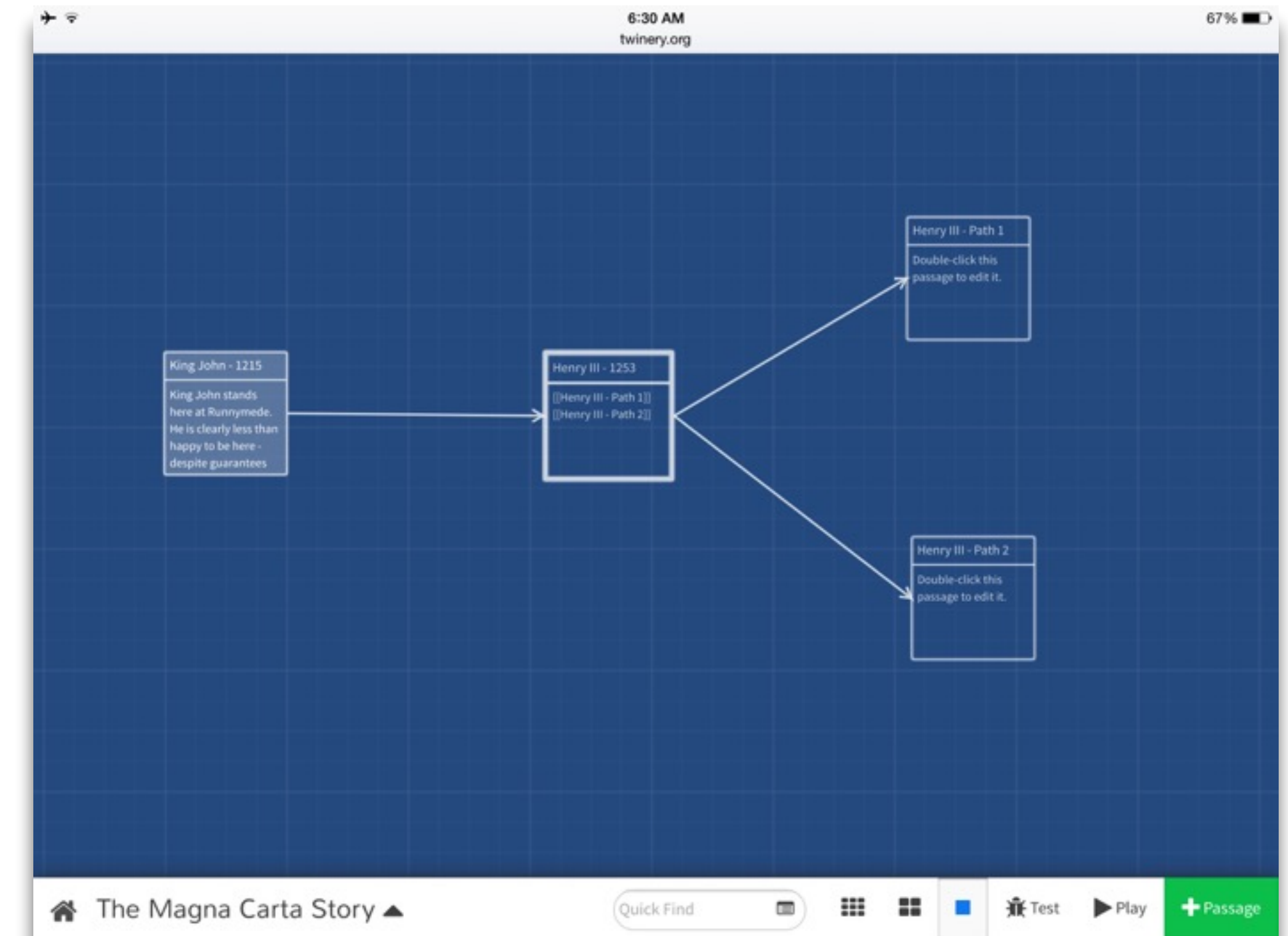
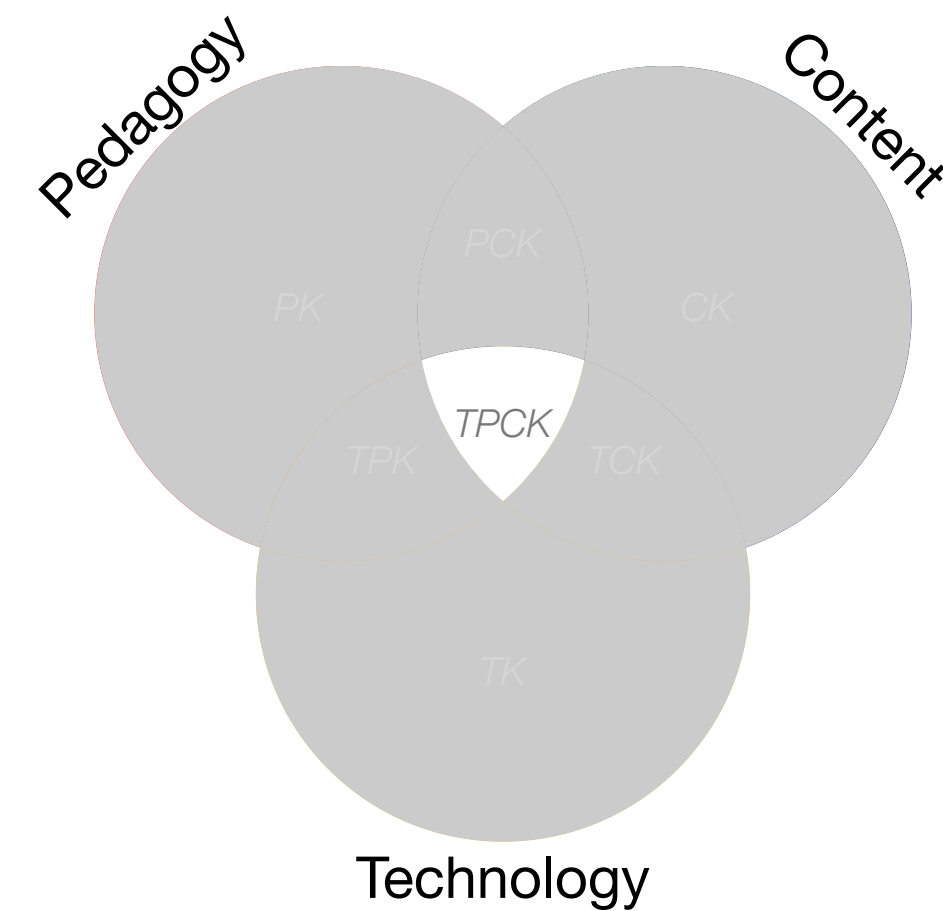
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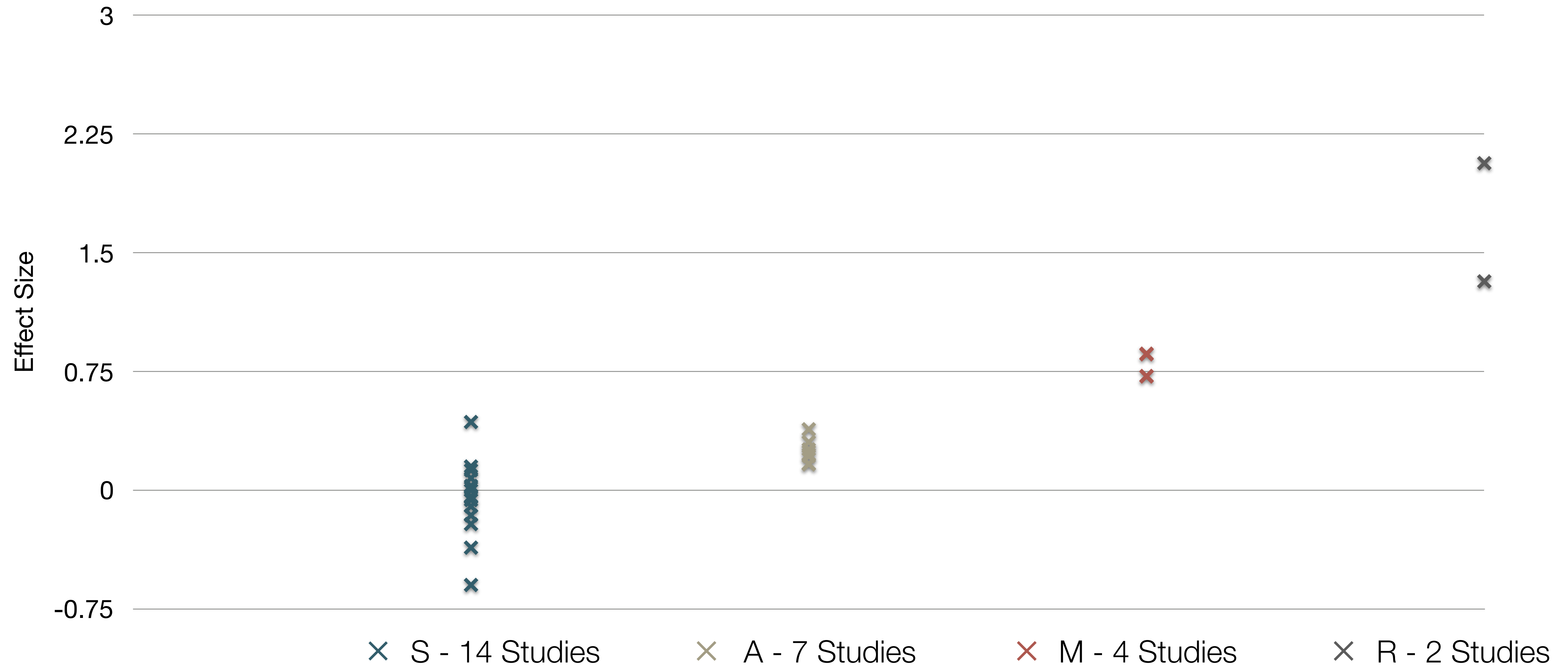
Social	Mobility	Visualization	Storytelling	Gaming
200,000 years	70,000 years	40,000 years	17,000 years	8,000 years
				



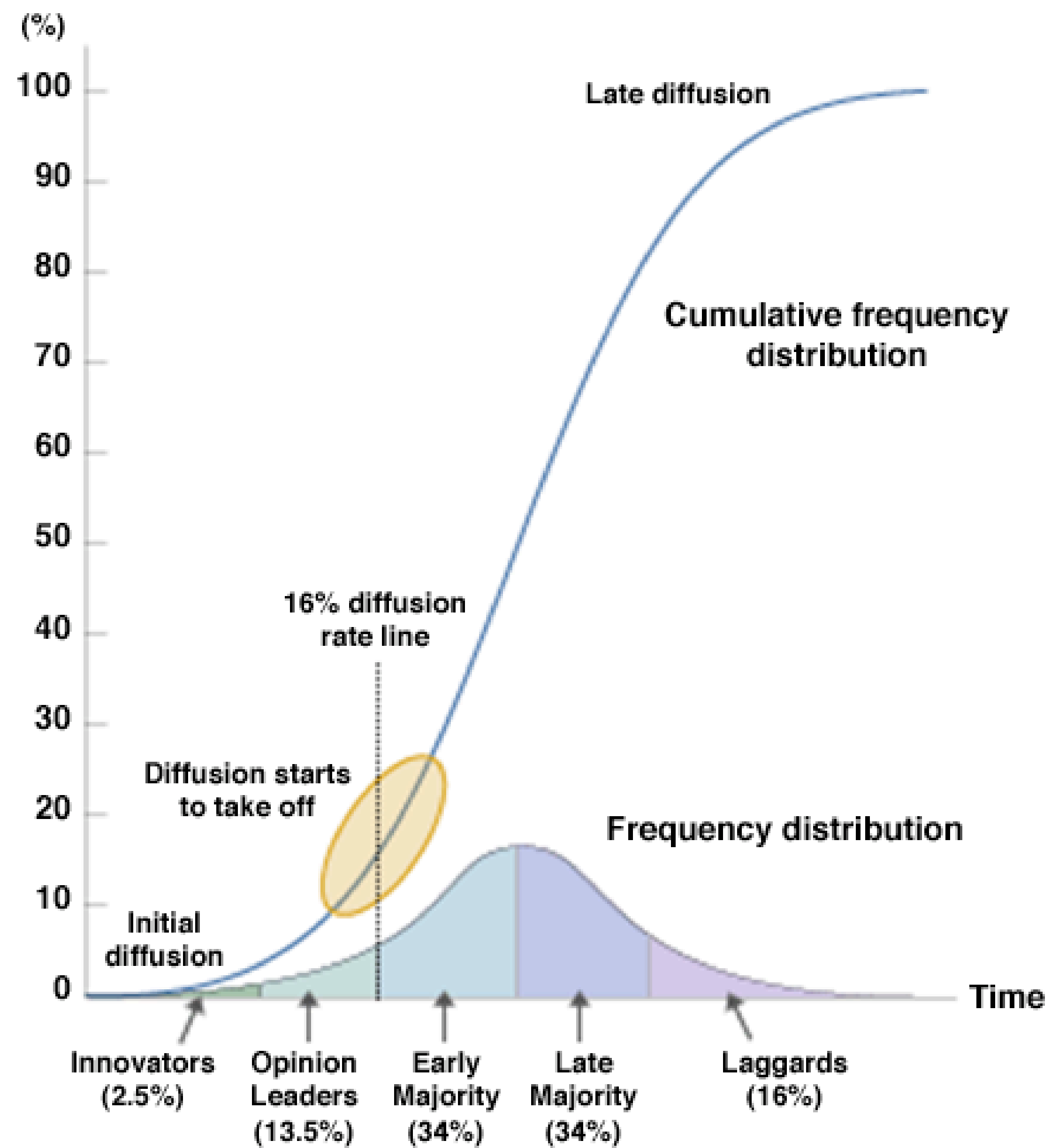
## The EdTech Quintet – Associated Practices

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

# SAMR and the Use of Tablets in Education







# Choosing the First SAMR Ladder Project: Three Options

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- **Your Passion:**

- If you had to pick one topic from your class that best exemplifies why you became fascinated with the subject you teach, what would it be?

- **Barriers to Your Students' Progress:**

- Is there a topic in your class that a significant number of students get stuck on, and fail to progress beyond?

- **What Students Will Do In the Future:**

- Which topic from your class would, if deeply understood, best serve the interests of your students in future studies or in their lives outside school?



# Hippasus

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Blog: <http://hippasus.com/blog/>

Email: [rubenrp@hippasus.com](mailto:rubenrp@hippasus.com)

Twitter: @rubenrp

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