The SAMR Model: Technological Integration into Higher Education

Ruben R. Puentedura, Ph.D.

Tech acts as a direct tool substitute, with functional improvement

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

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

Modification Tech allows for significant task redesign Transformation

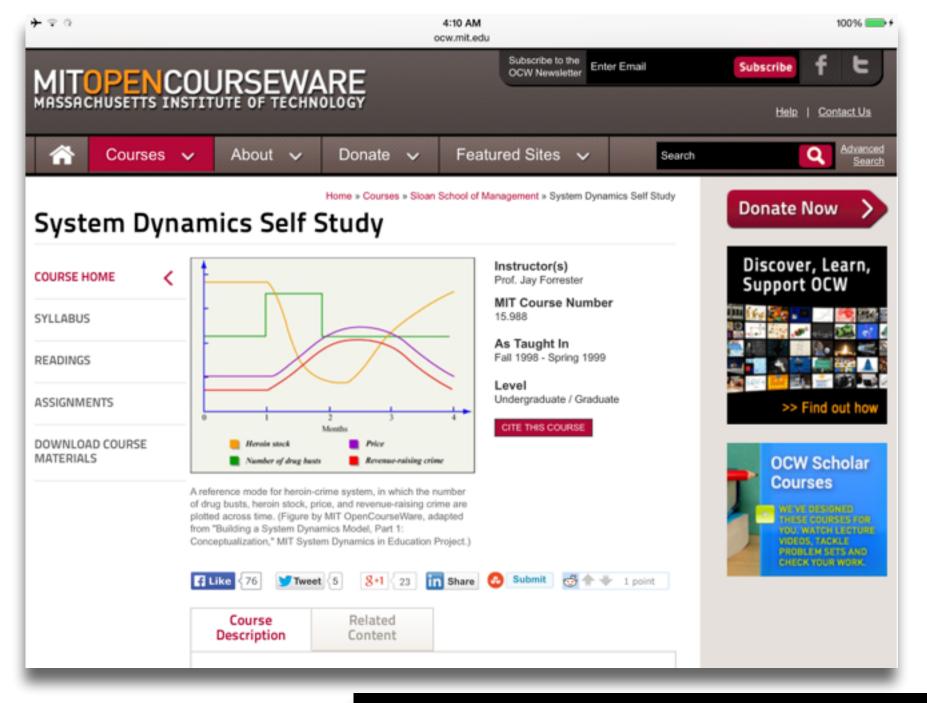
Augmentation

Ruben R. Puentedura, As We May Teach: Educational Technology, From Theory Into Practice. (2009)

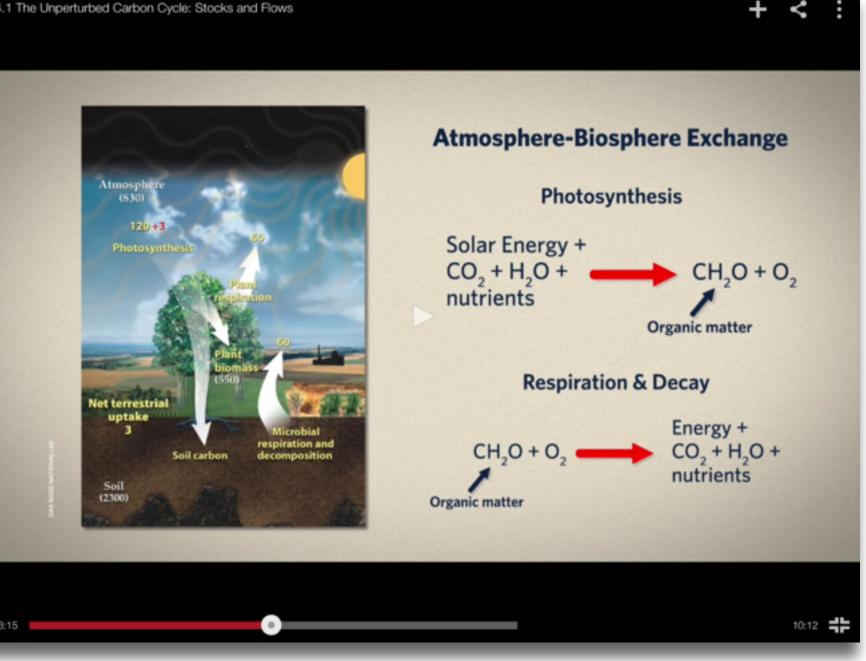
Augmentation Tech acts as a direct tool substitute, with functional improvement

Substitution

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4.1 The Unperturbed Carbon Cycle: Stocks and Flows



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Augmentation

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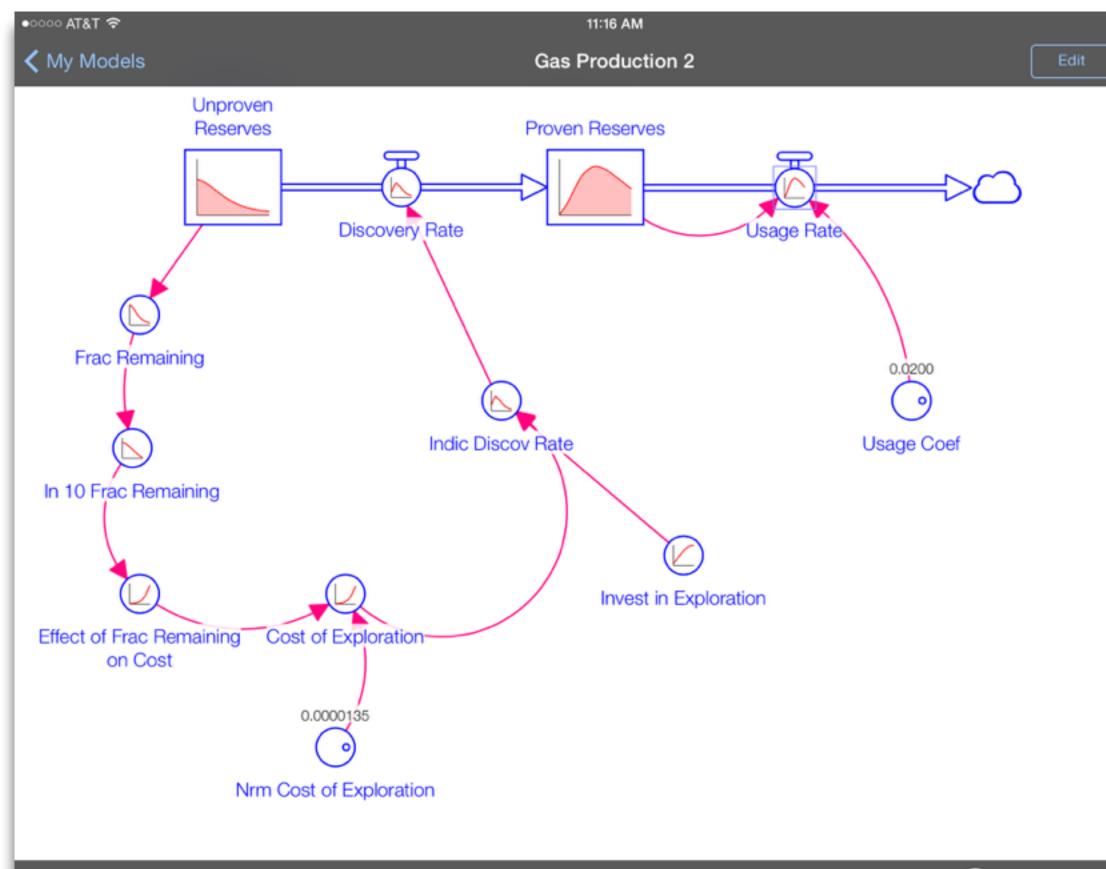


Modification

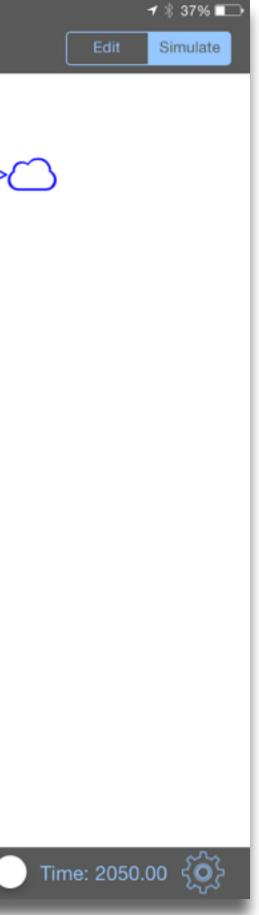
Tech allows for significant task redesign

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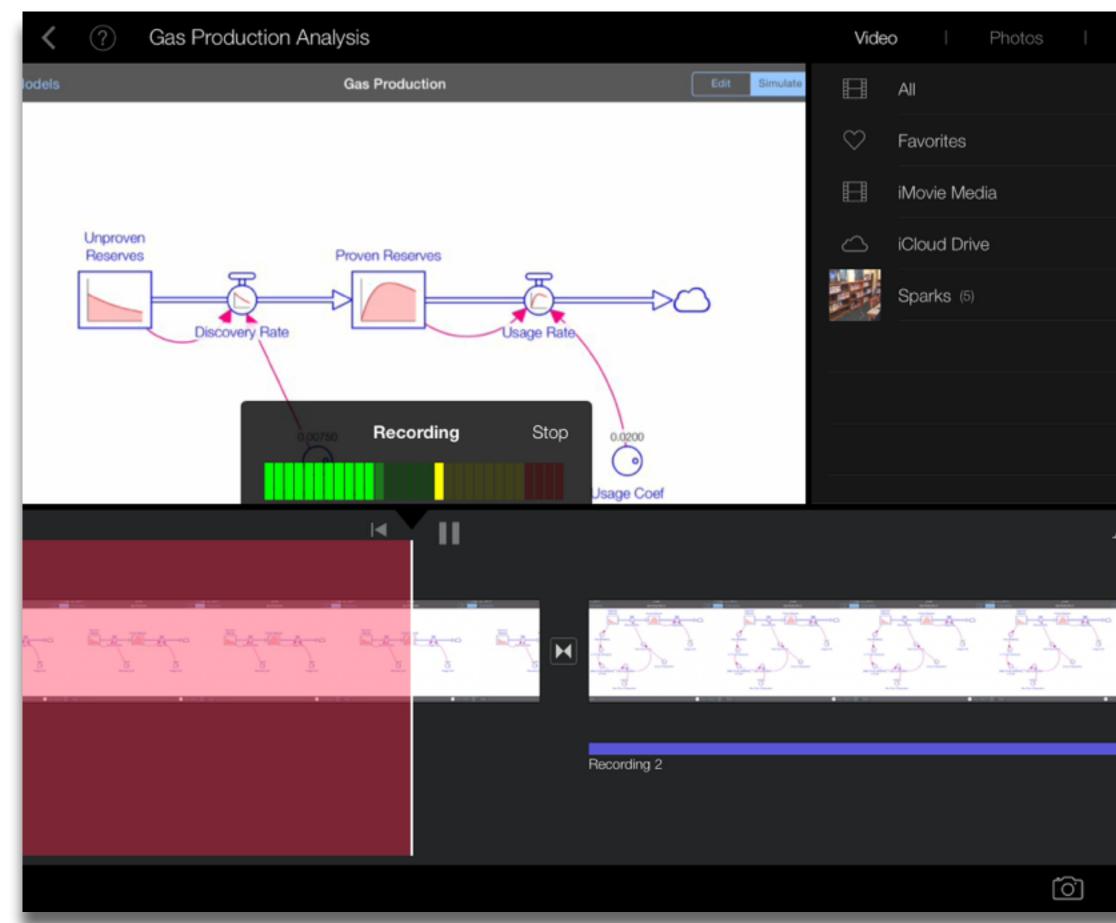


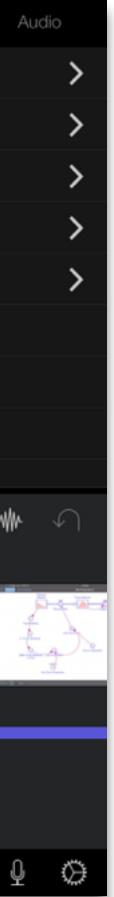
Done



Modification Tech allows for significant task redesign

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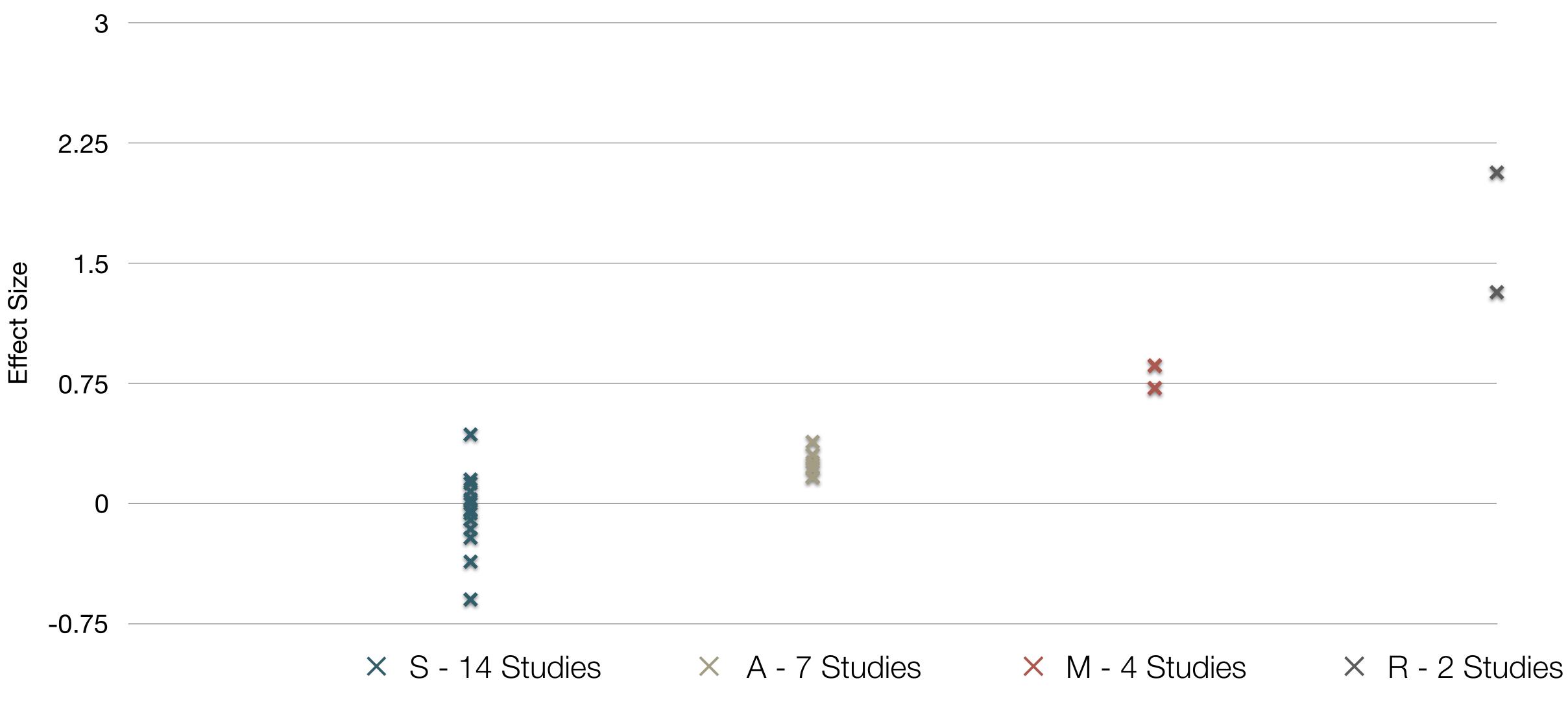
Meta-analysis	Number of studies	ES type	Mean ES	SE
Bangert-Drowns (1993)	19	Missing	0.27	0.11
Bayraktar (2000)	42	Cohen's d	0.27	0.05
Blok, Oostdam, Otter, and Overmaat (2002)	25	Hedges's g	0.25	0.06
Christmann and Badgett (2000)	16	Missing	0.13	0.05
Fletcher-Flinn and Gravatt (1995)	120	Glass's ∆	0.24	0.05
Goldberg, Rus- sell, and Cook (2003)	15	Hedges's g	0.41	0.07
Hsu (2003)	25	Hedges's g	0.43	0.03
Koufogiannakis and Wiebe (2006)	8	Hedges's g	-0.09	0.19
Kuchler (1998)	65	Hedges's g	0.44	0.05
Kulik and Kulik (1991)	239	Glass's ∆	0.30	0.03
Y. C. Liao (1998)	31	Glass's ∆	0.48	0.05
YI. Liao and Chen (2005)	21	Glass's ∆	0.52	0.05
Y. K. C. Liao (2007)	52	Glass's ∆	0.55	0.05

	Number of		Mean	
Meta-analysis	studies	ES type	ES	SE
Michko (2007)	45	Hedges's g	0.43	0.07
Onuoha (2007)	35	Cohen's d	0.26	0.04
Pearson, Ferdig, Blomeyer, and Moran (2005)	20	Hedges's g	0.49ª	0.11
Roblyer, Castine, and King (1988)	35	Hedges's g	0.31	0.05
Rosen and Salo- mon (2007)	31	Hedges's g	0.46	0.05
Schenker (2007)	46	Cohen's d	0.24	0.02
Soe, Koki, and Chang (2000)	17	Hedges's g and Pearson's r ^a	0.26ª	0.05
immerman and Kruepke (2006)	114	Pearson's r ^a	0.24	0.03
Forgerson and Elbourne (2002)	5	Cohen's d	0.37	0.16
Waxman, Lin, and Michko (2003)	42	Glass's ∆	0.45	0.14
Yaakub (1998)	20	Glass's Δ and g	0.35	0.05
Zhao (2003)	9	Hedges's g	1.12	0.26

a. Converted to Cohen's d.



SAMR and the Use of Tablets in Education



Tamim, R.M., Borokhovski, E., Pickup, D., Bernard, R.M. & El Saadi, L. "Tablets for Teaching and Learning: A Systematic Review and Meta-Analysis." Commonwealth of Learning (COL) (2015).



Social	Mobility	Visualization	Storytelling	Gaming
200,000 years	70,000 years	40,000 years	17,000 years	8,000 years
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	Ruben R. Puentedura, "Technology In Educati	on: The First 200,000 Years" The NMC Perspective Series: Ideas	that Matter. NMC Summer Conference, 2012.	





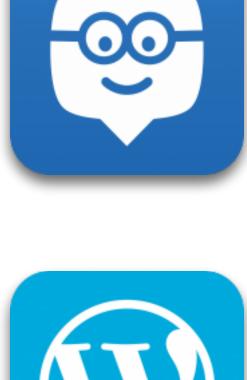
Social	Mobility	Visualization	Storytelling	Gaming
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Bookmarks

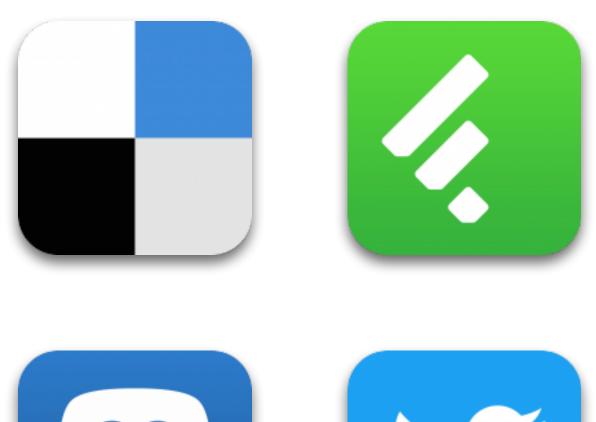
Discussions

Blogging

Telepresence





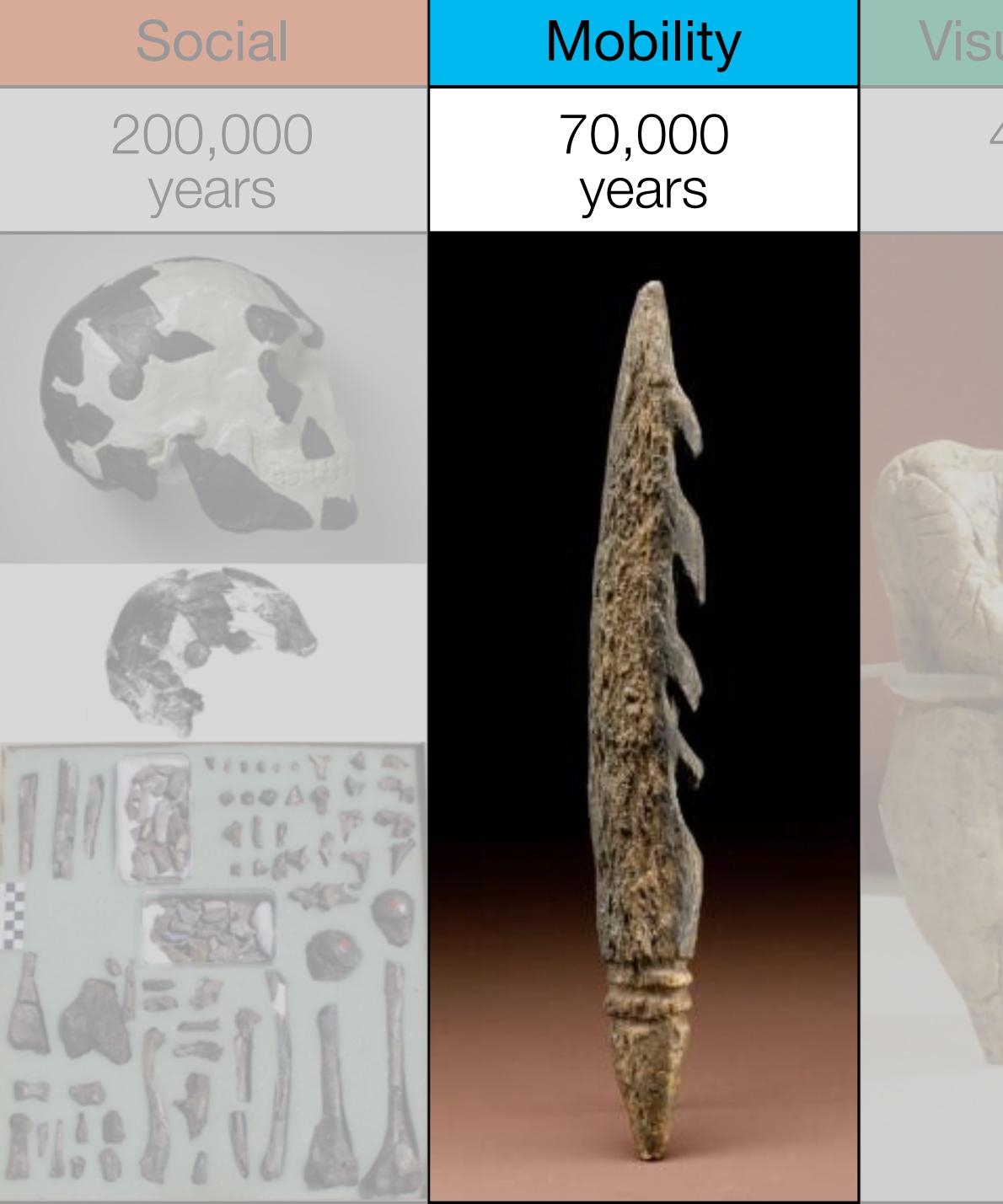




Microblogging

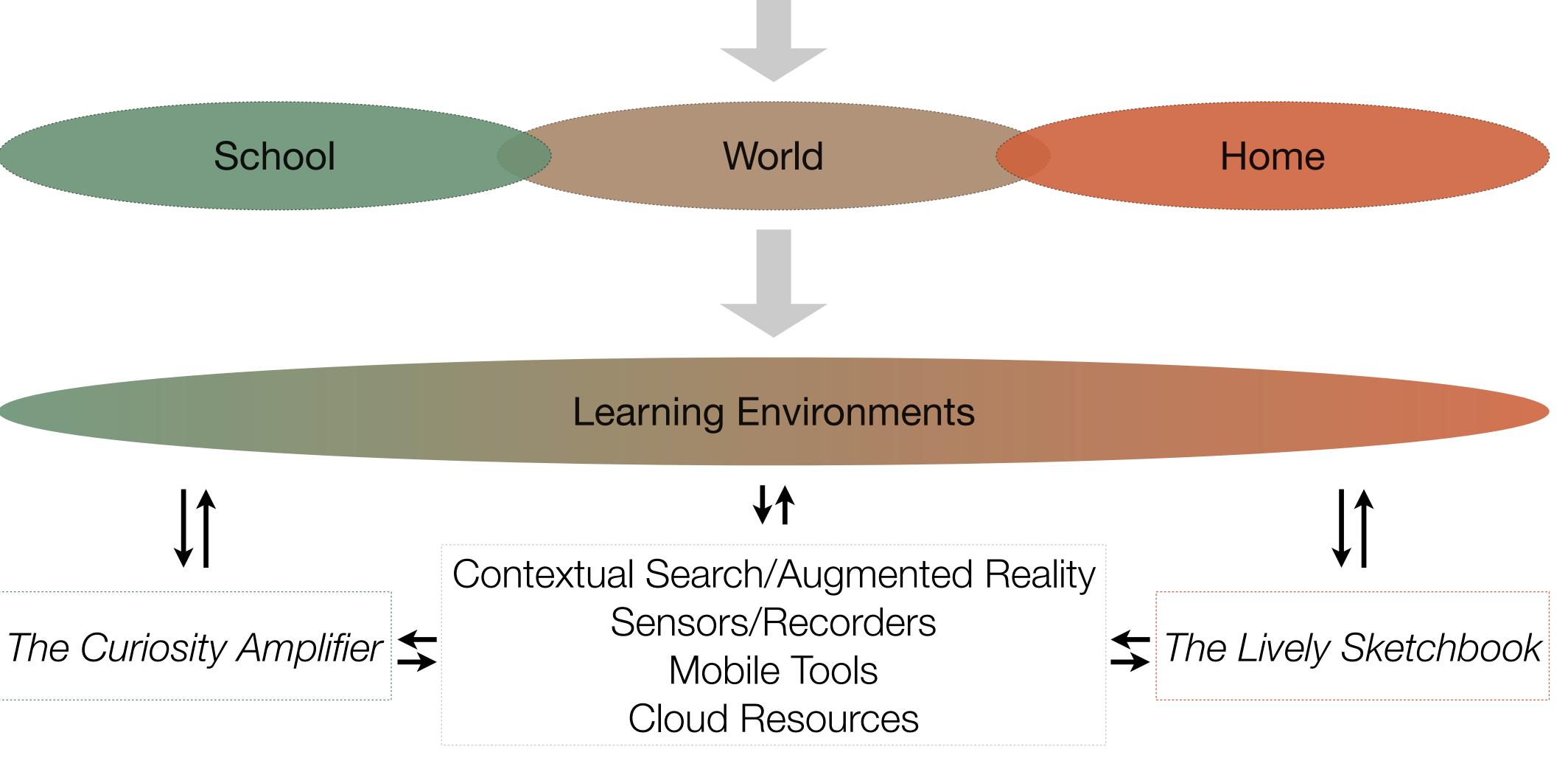
Wikis

File Sharing



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40,000 years	17,000 years	8,000 years









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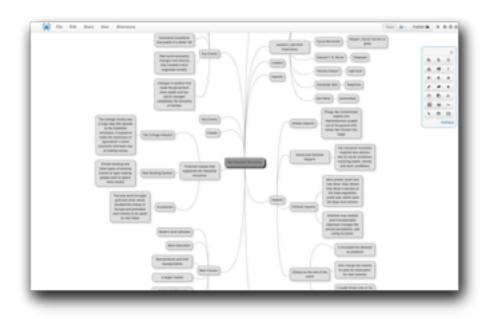


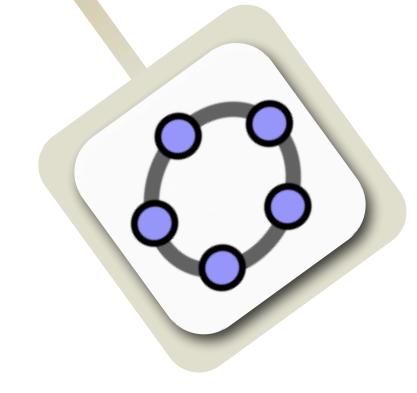




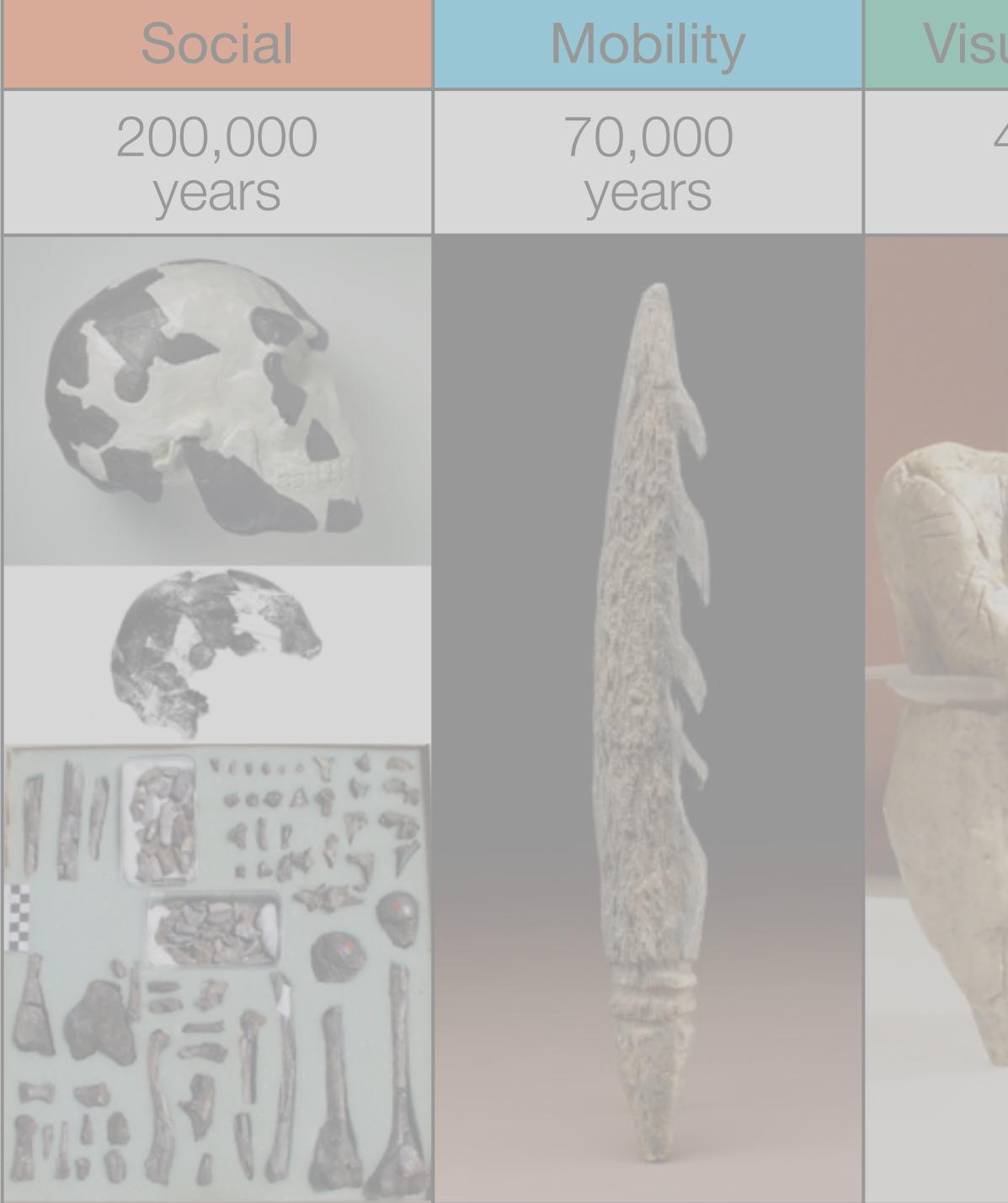




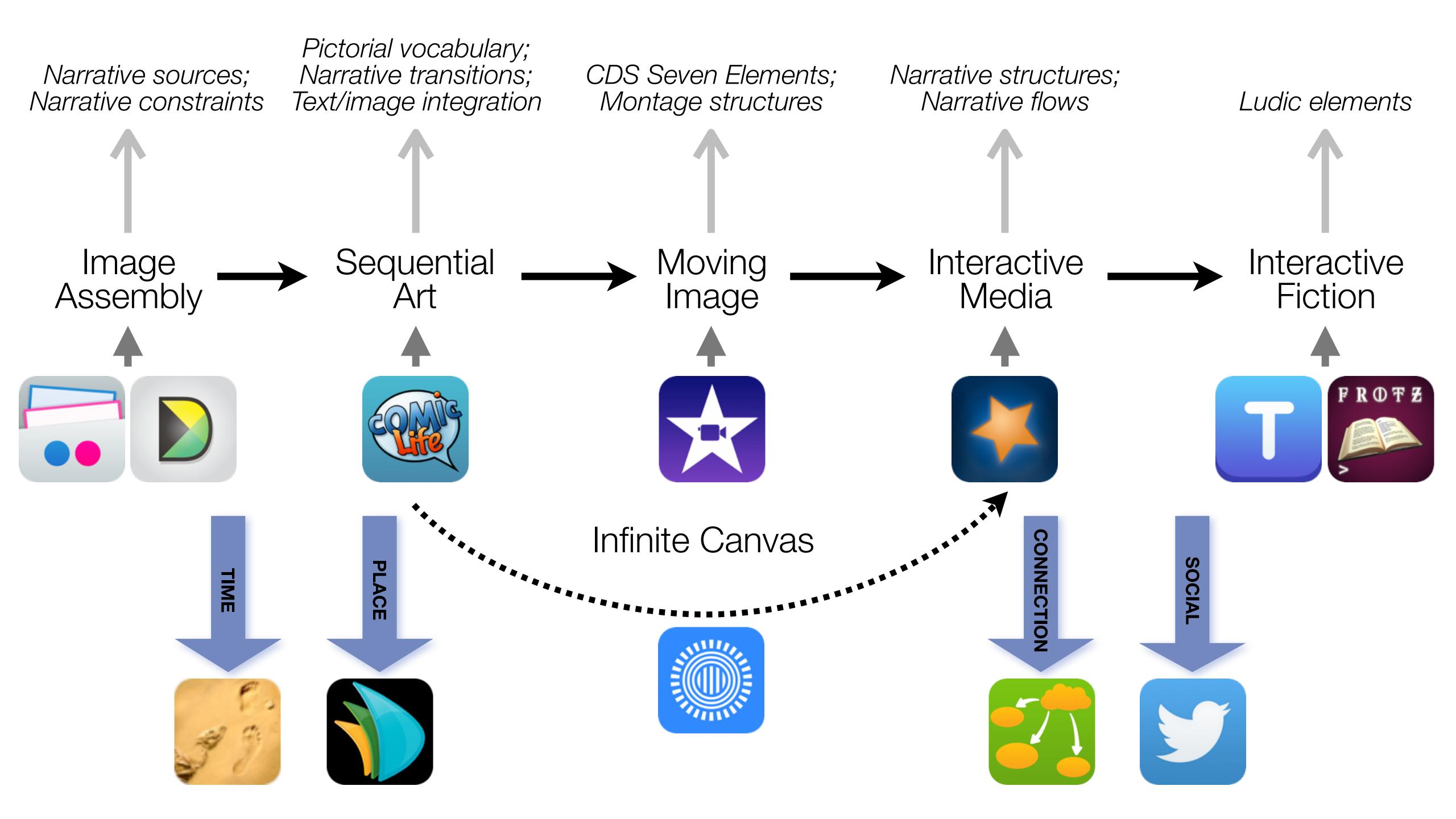


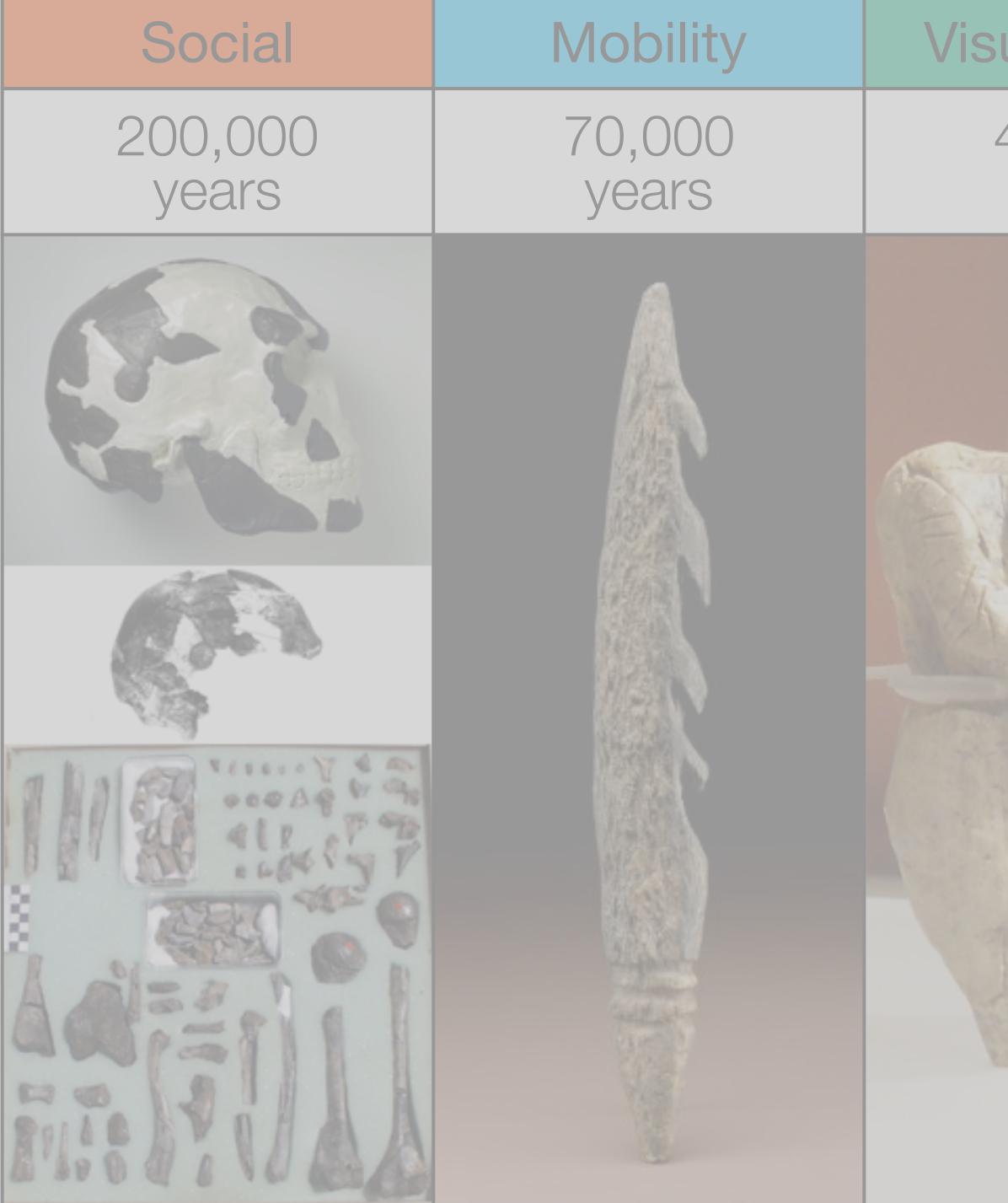






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Formal Definition of **Game** (Salen & Zimmerman)

"A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome."

The EdTech Quinte		
Social	Commur	
Mobility	Anytime, /	
Visualization	Making	
Storytelling	Knowledg	
Gaming	Feedback L	

et – Associated Practices

- nication, Collaboration, Sharing
- Anyplace Learning and Creation
- g Abstract Concepts Tangible
- ge Integration and Transmission
- Loops and Formative Assessment

Location Position in space



Condition

Mix of natural & artificial features that give meaning to a location

Links Connections between places

Formal Region Group of places with similar conditions

Functional Region Group of places linked together by a flow

Phil Gersmehl. Teaching Geography. The Guilford Press. (2005)

Spatial	1
opulla	

Comparison	Но
Aura	What is t
Region	What r
Transition	How do
Hierarchy	What larger area is
Analogy	Wha
Pattern	What distinc
Association	

Thinking Skills

ow are places similar or different?

this place's influence on nearby places?

nearby places are similar to this one?

o things change between two places?

this area inside? What smaller areas are inside it?

nat places have similar conditions?

ctive arrangements can you see on a map?

Are these patterns similar?

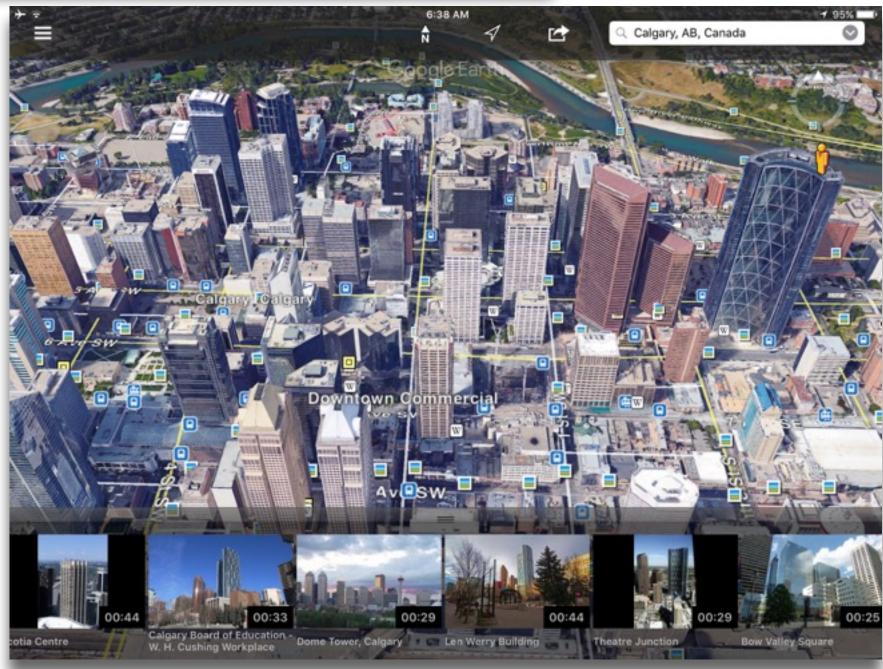


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Substitution



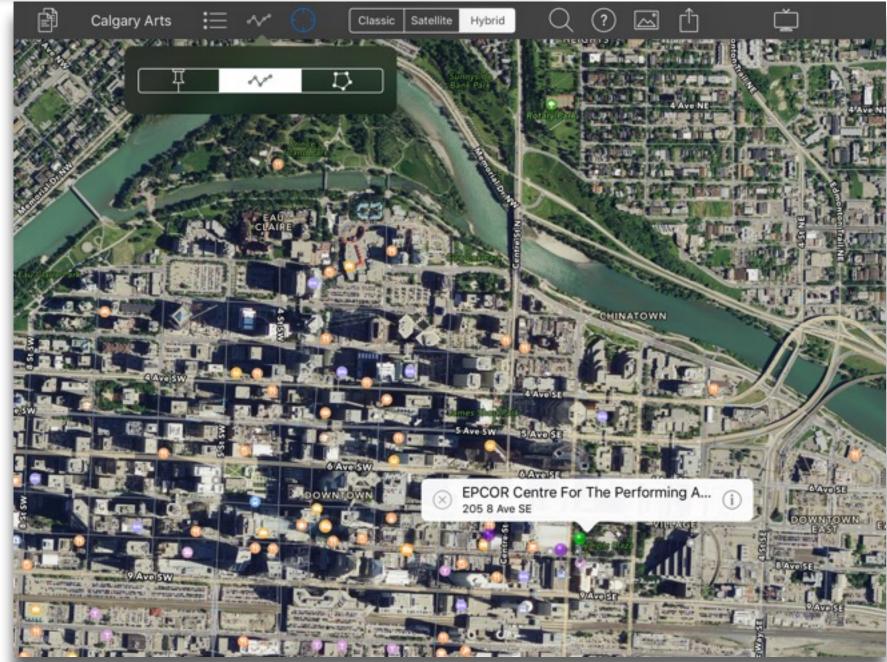


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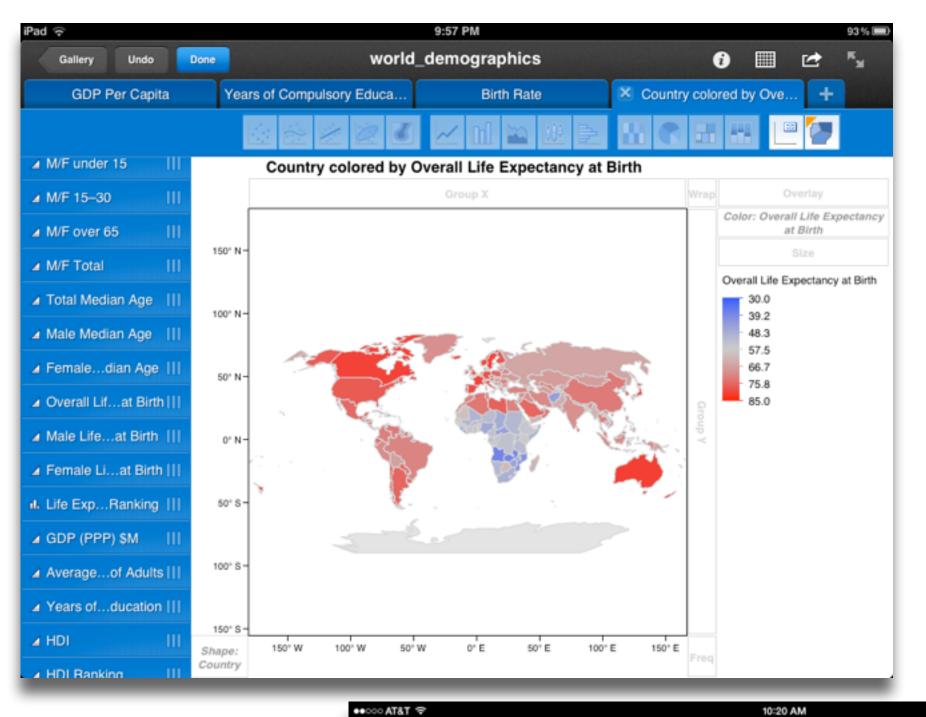


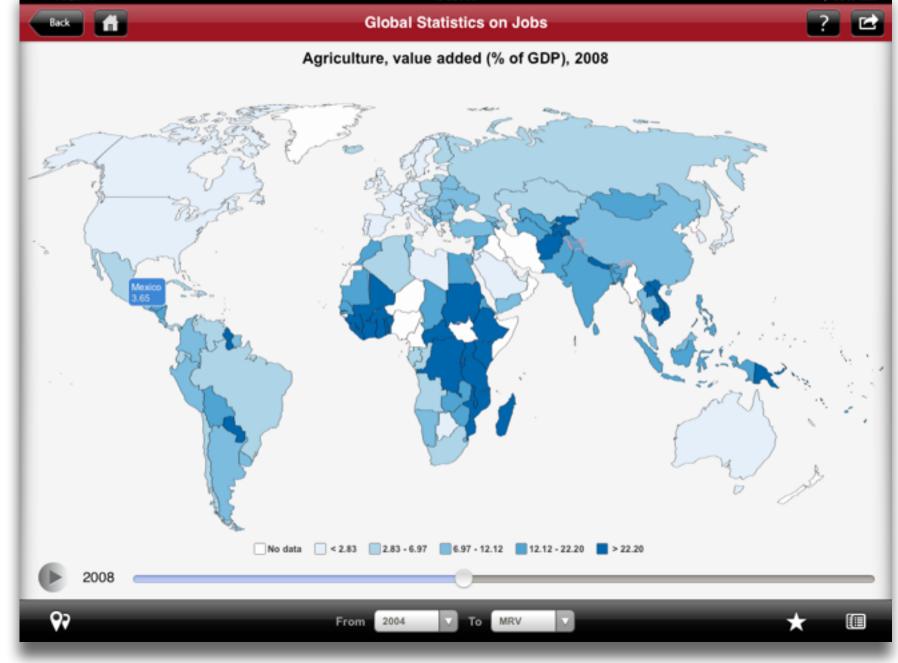


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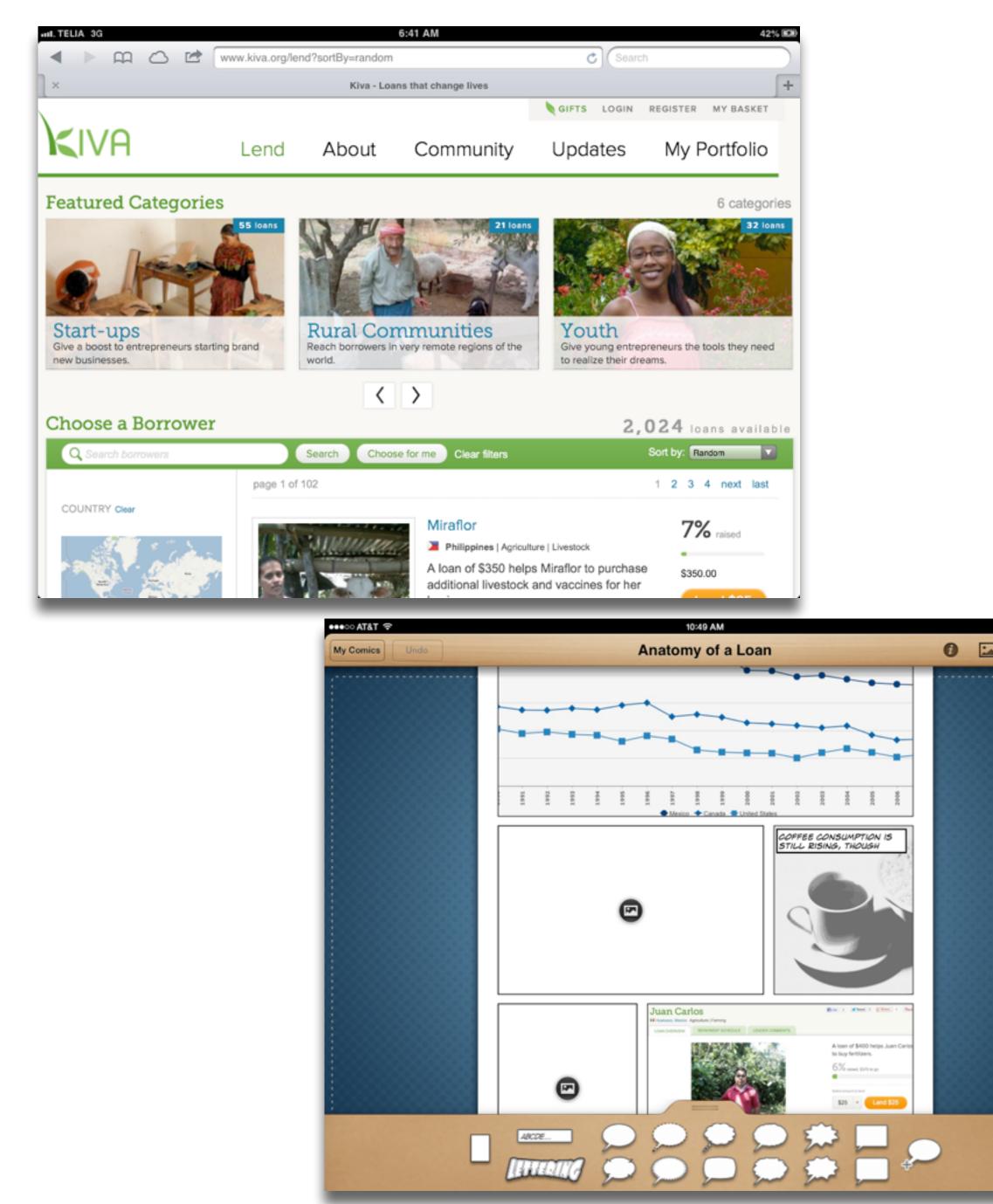
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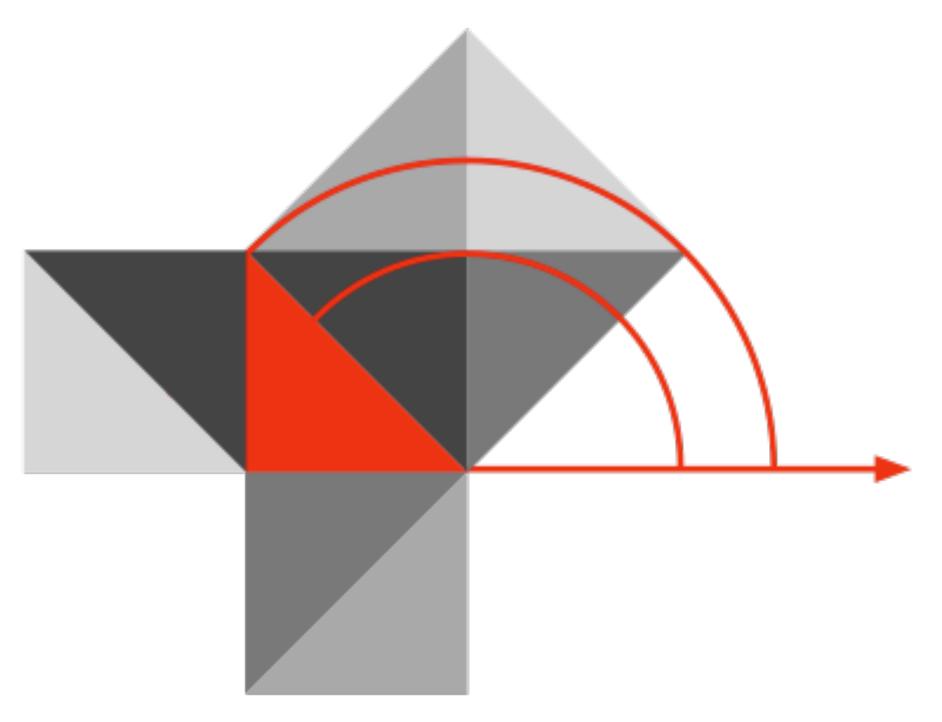
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Hippasus



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