

Workshop 1: Building a SAMR Ladder

Workshop 2: Sharing Practices

Ruben R. Puentedura, Ph.D.

Transformation

Redefinition

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

Modification

Tech allows for significant task redesign

Augmentation

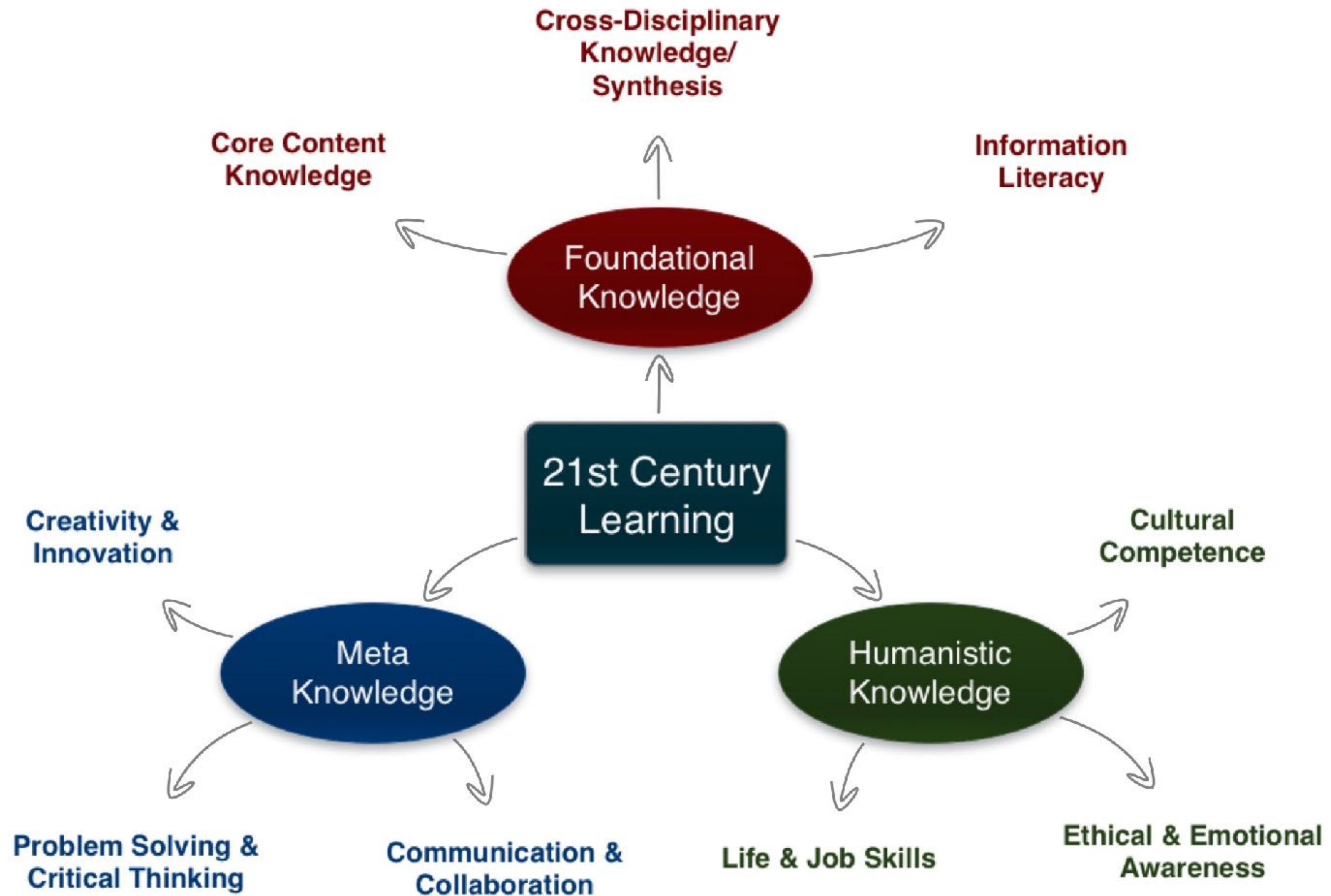
*Tech acts as a direct tool substitute,
with functional improvement*

Substitution

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Enhancement

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



Choosing the First SAMR Ladder Project: Three Options

- **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:**

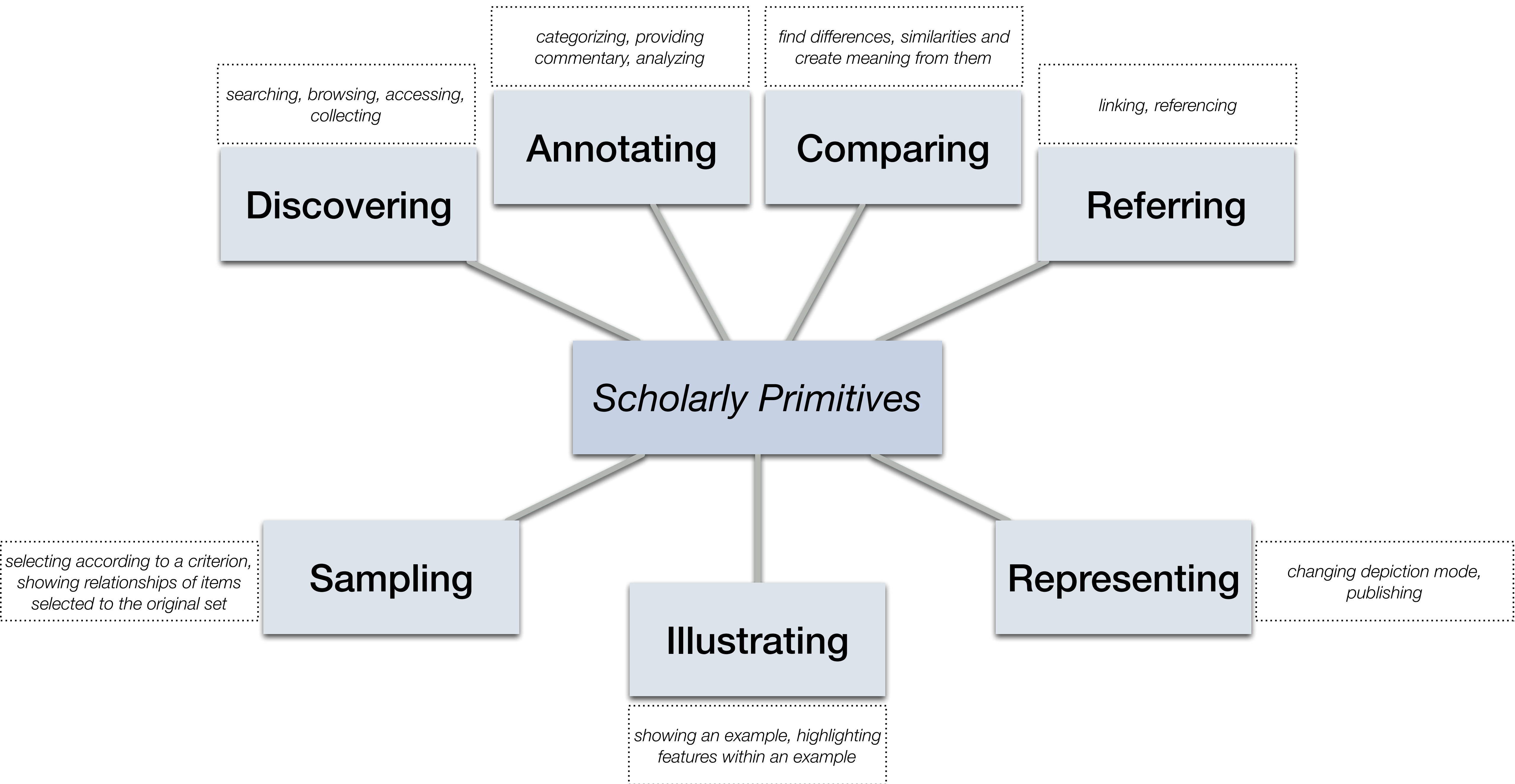
- Is there a topic in your class that a significant number of students get stuck on, and fail to progress beyond?

- **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?

S to A: The Value of Shared Practices

- Augmented Note Taking and Annotation
- Core Visualization Methods:
 - 5 Primary Domains: Space, Time, Networks, Text, Number
- Simple Blogging
- Simple Digital Storytelling Video
- Flipped Classroom:
 - Materials Creation
 - Peer Discussion/Instruction Methods
- Simple Interactive Fiction
- LMS Practices



The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking



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¹Princeton University and ²University of California, Los Angeles

Abstract

Taking notes on laptops rather than in longhand is increasingly common. Many researchers have suggested that laptop note taking is less effective than longhand note taking for learning. Prior studies have primarily focused on students' capacity for multitasking and distraction when using laptops. The present research suggests that even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. In three studies, we found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. We show that whereas taking more notes can be beneficial, laptop note takers' tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.

Psychological Science

1–10

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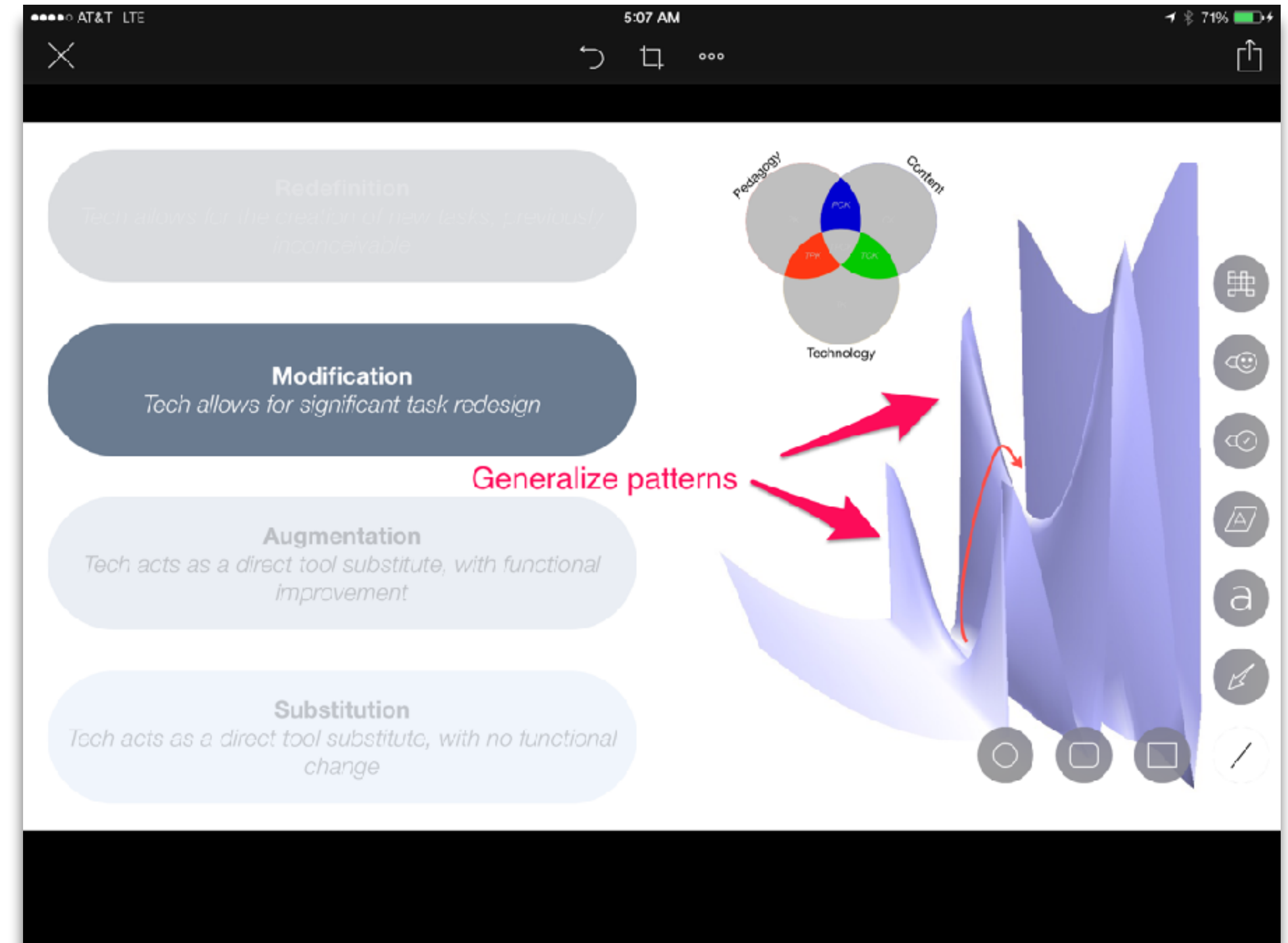
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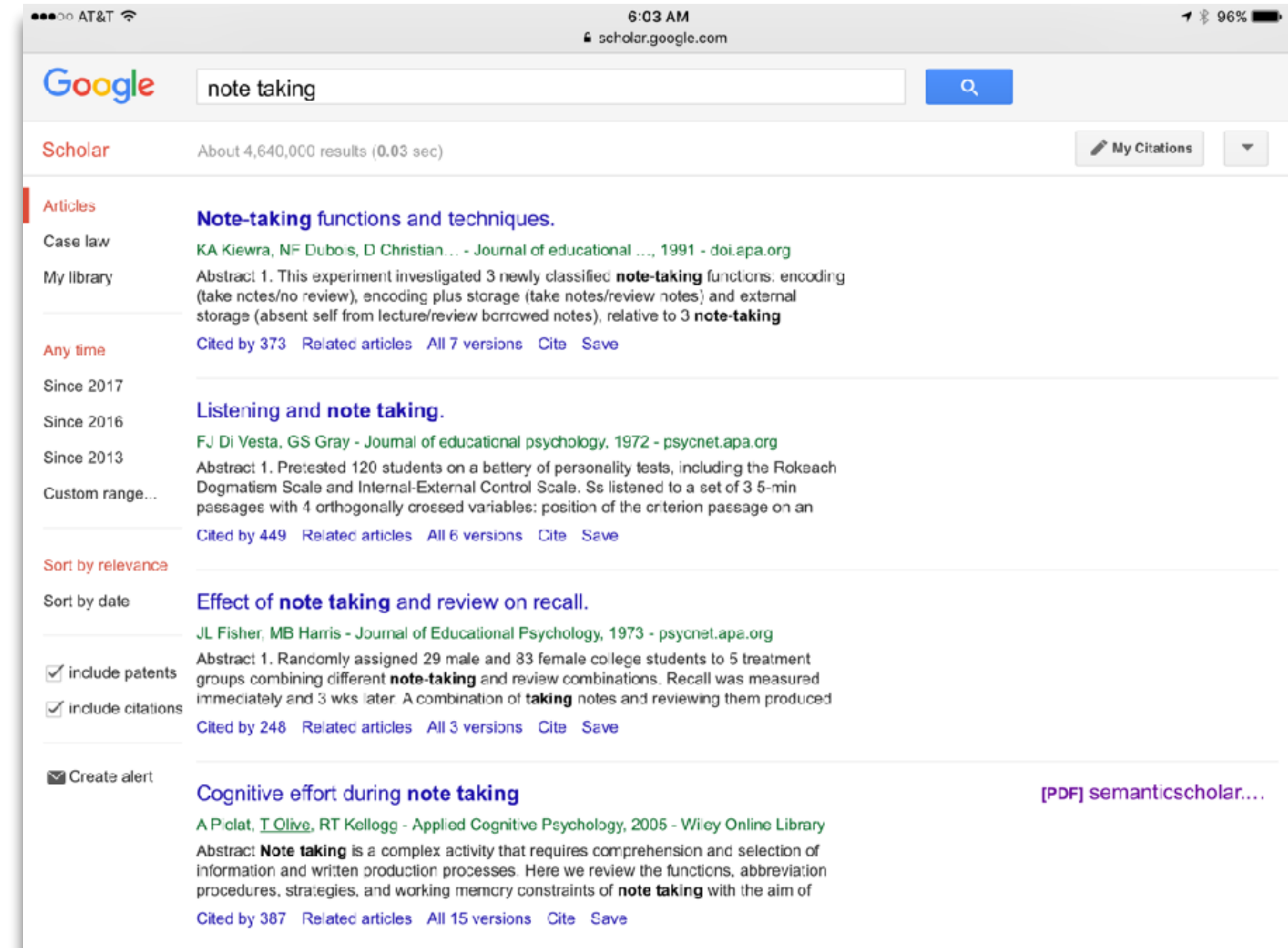
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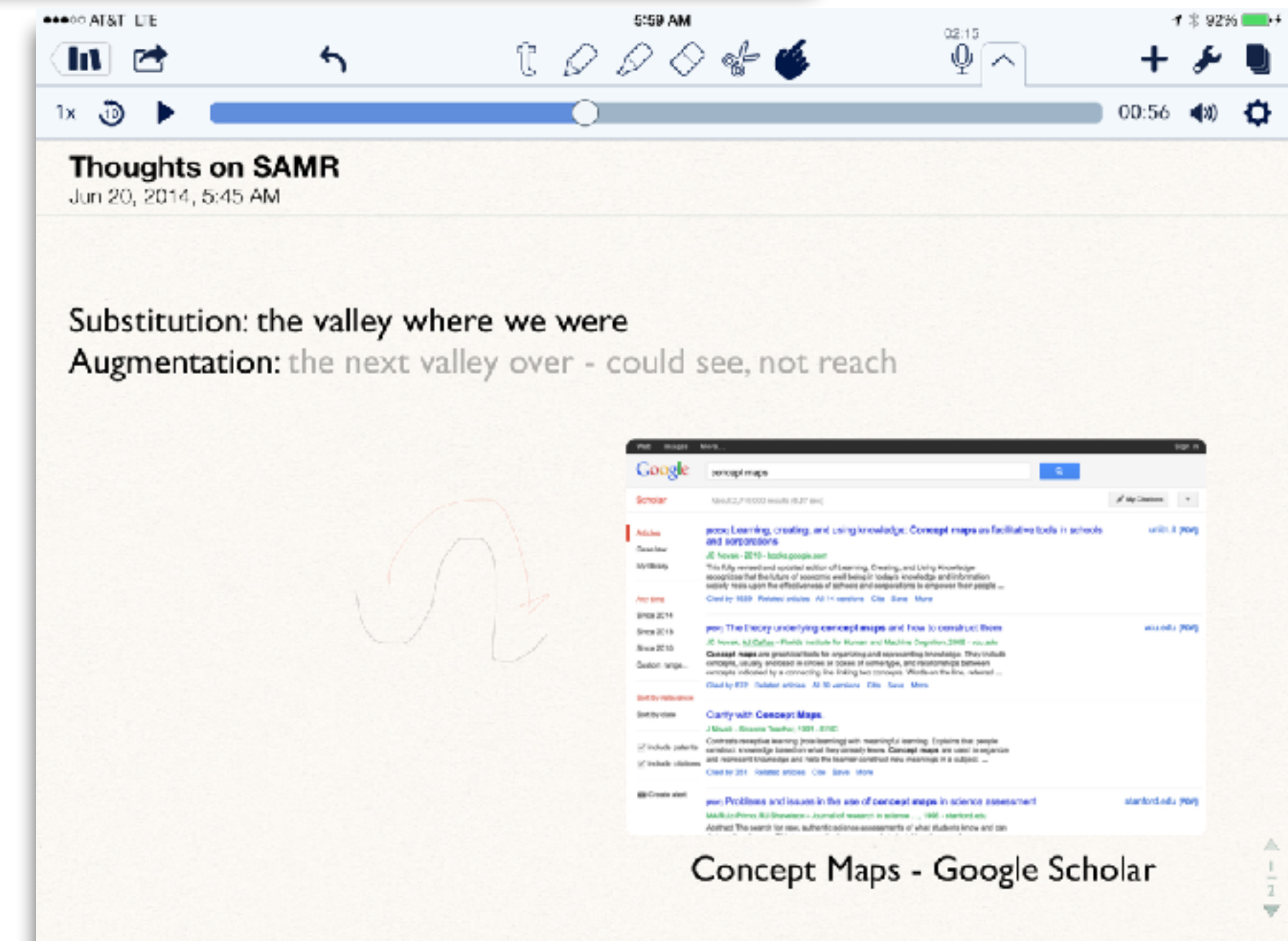
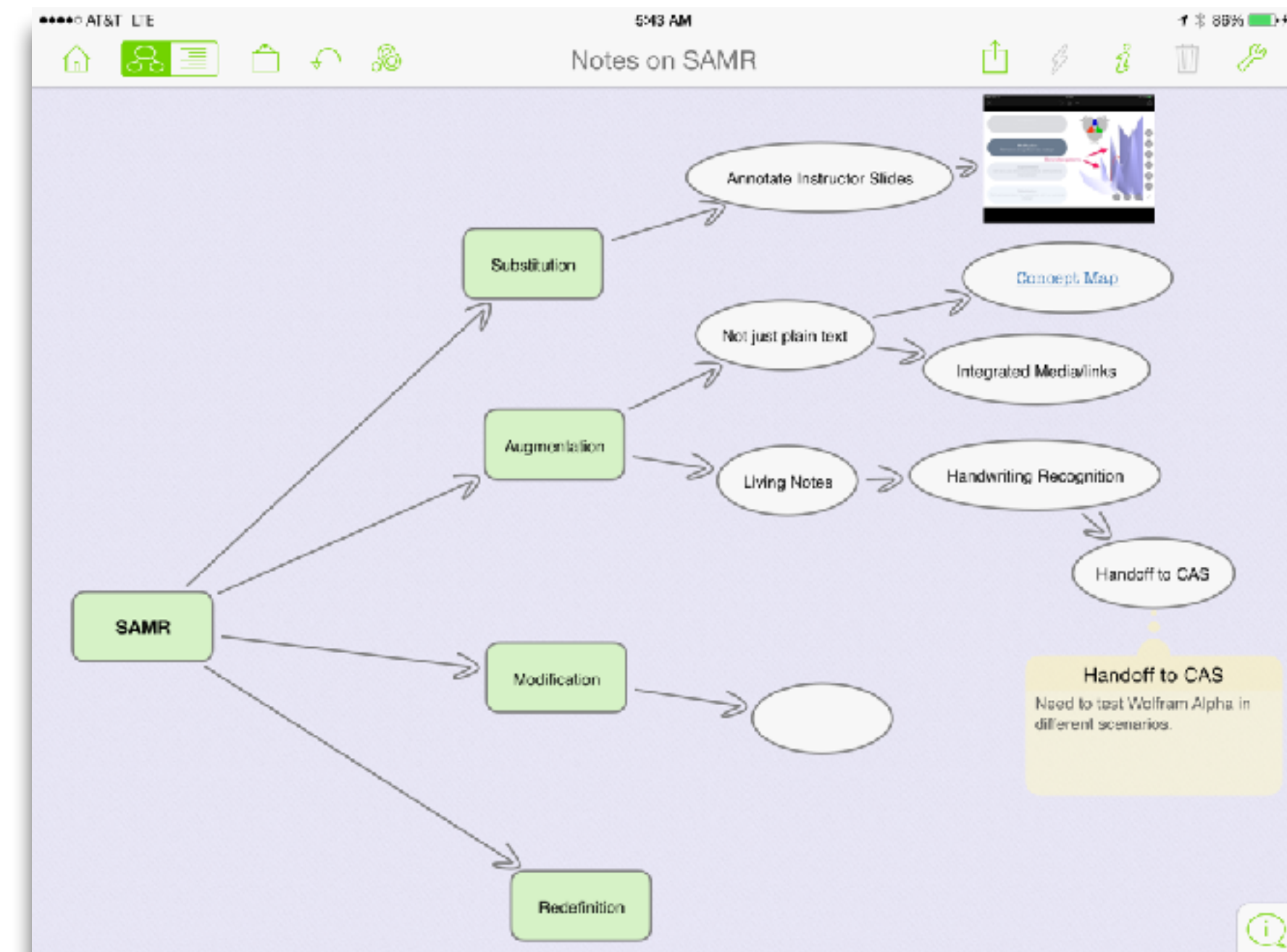
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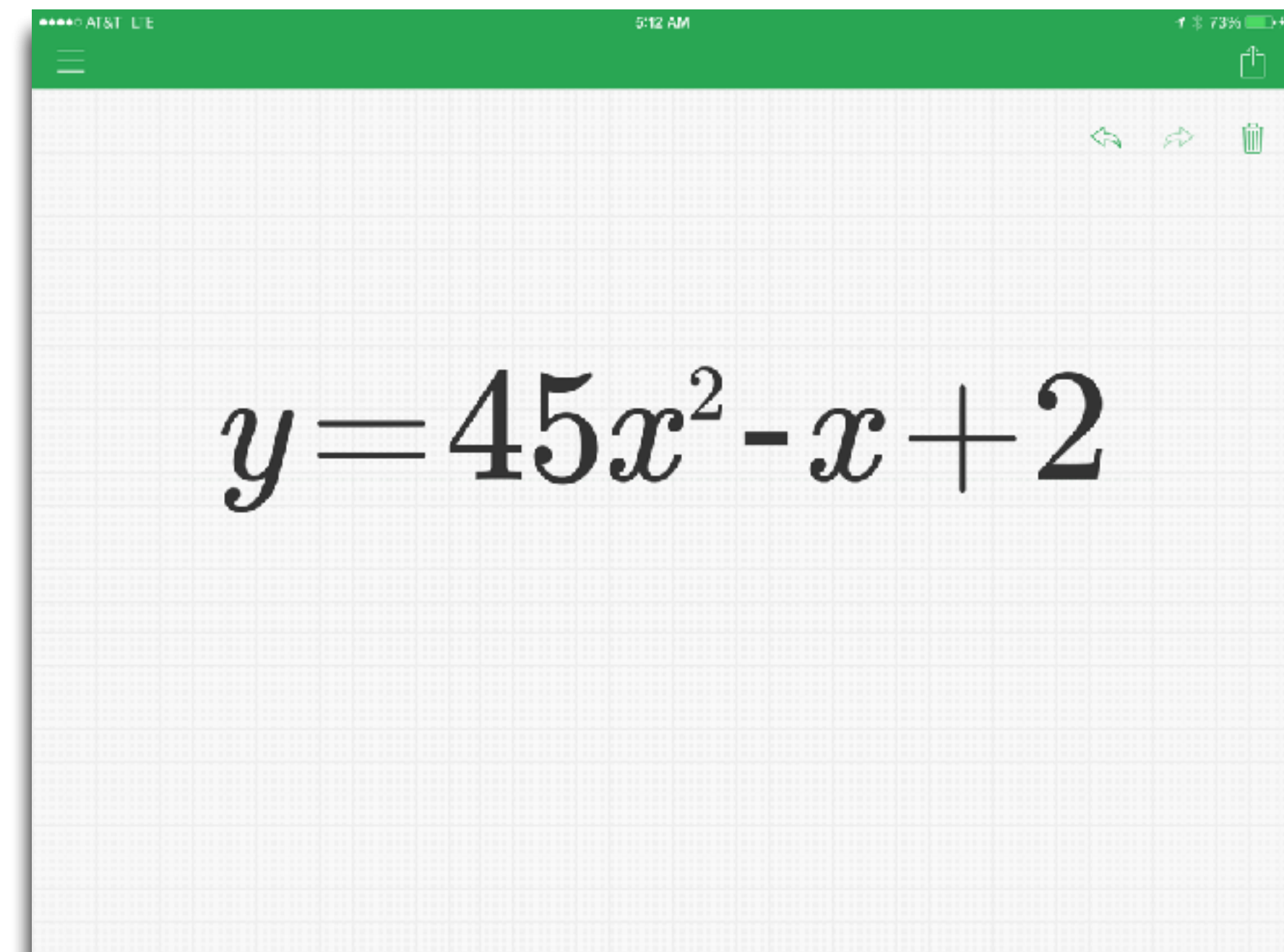
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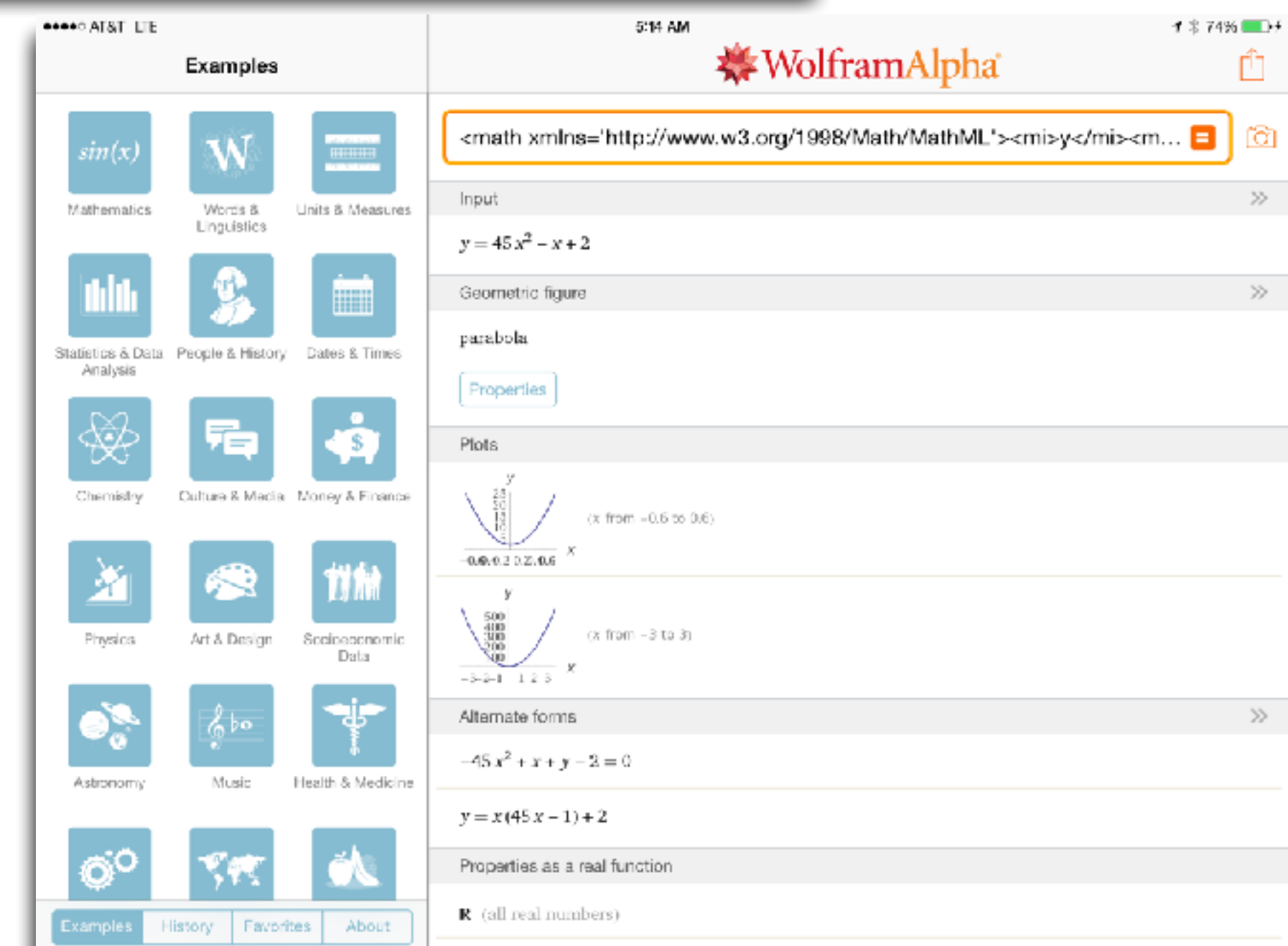
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A screenshot of a mobile application interface. At the top, there is a green header bar with a hamburger menu icon on the left and a share icon on the right. The main area is a light gray grid. In the center of the grid, the quadratic equation $y = 45x^2 - x + 2$ is displayed in a large, black, serif font.



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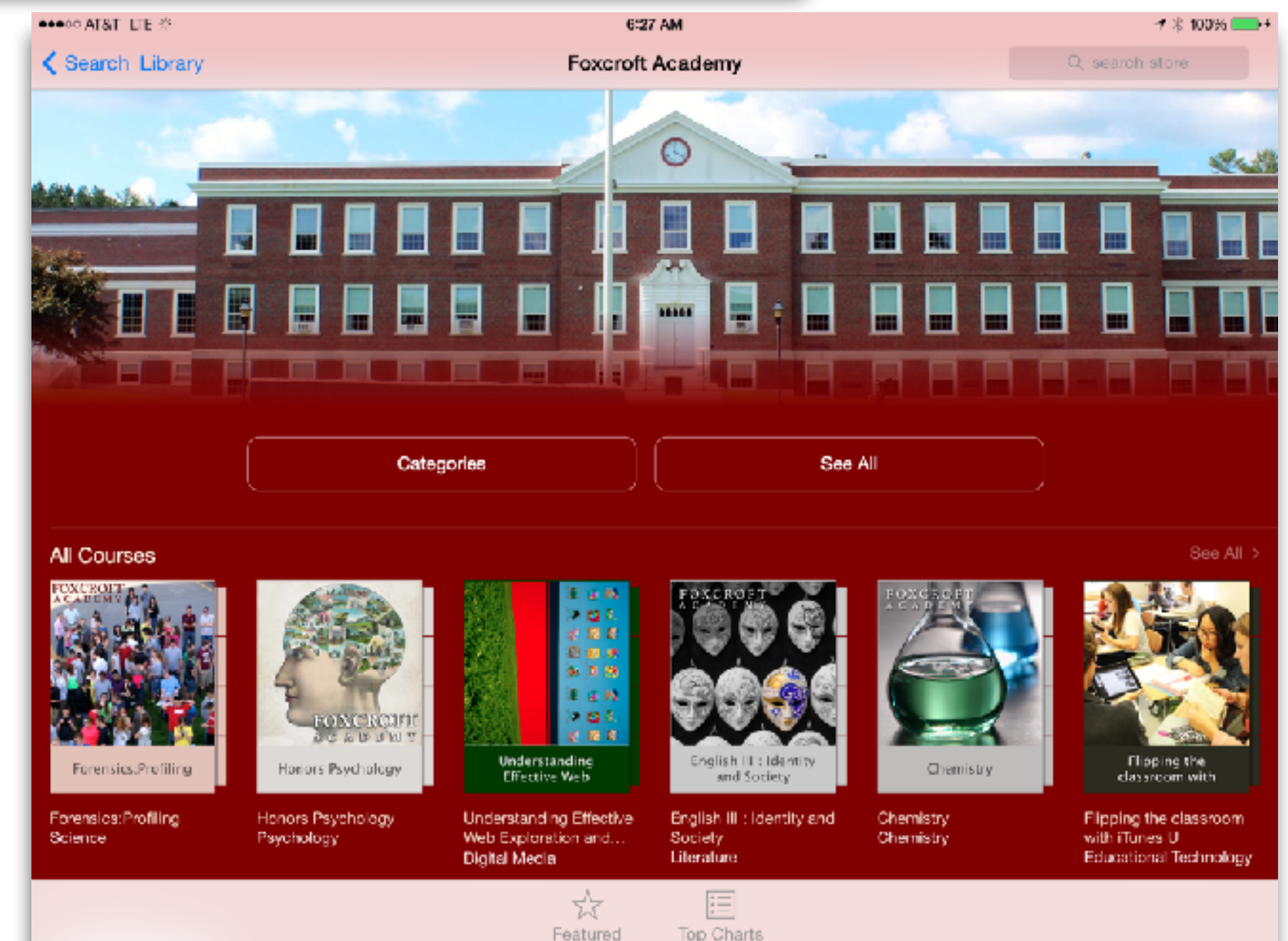
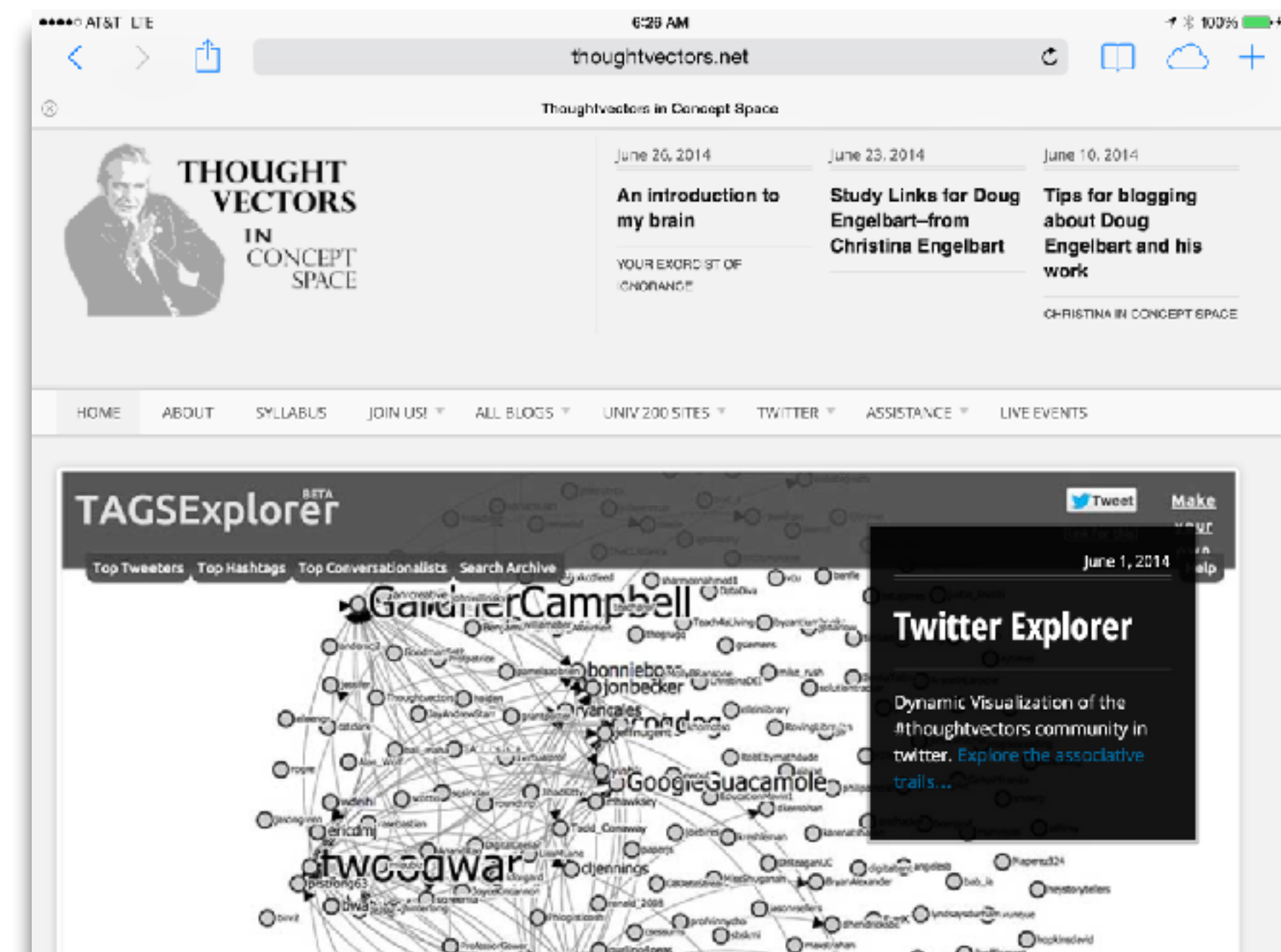
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