

# An Intro to the SAMR Method: The Two-Pass Ladder

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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**

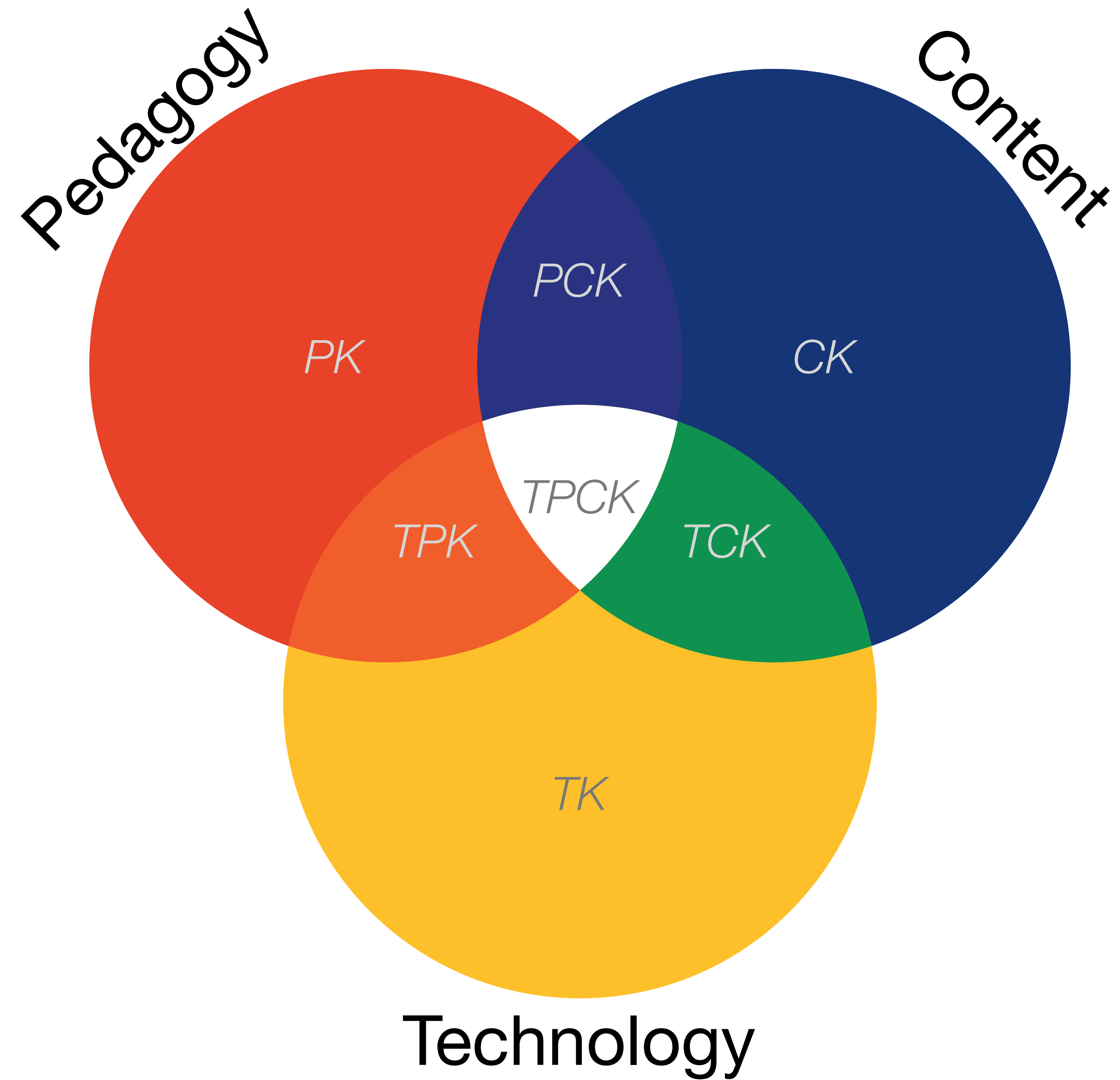
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## Enhancement



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





# Building a SAMR Ladder

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- Four steps:
  - Select a unit of instruction
  - Redesign the intro to the unit (basic knowledge, materials) at the S level
  - Redesign the development of the unit at the A, M levels
  - Redesign/create a student culminating experience for the unit at the R level

# Why Build a Ladder?

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- Only one of many possible approaches to redesigning a unit of instruction using SAMR
- Particularly well-suited to “first efforts” in technology-based curricular redesign
- Some advantages in this context:
  - Proximity to existing practice
  - Sustainability of effort
  - Option for gradual implementation

# Three Questions (and Followups)

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- Which unit of instruction would you like to redesign?
  - Why?
- What did you do before in this unit that worked?
  - Why did you do it?
- What would you like to change or replace?
  - Why?

# The Two-Pass Ladder – Pass 1

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- Redesign at the S/A levels, using **one** of Technology, Pedagogy, or Content as your driver:
  - S: Go for low-hanging fruit, e.g.
    - access to resources
    - coordination of social environments
    - basic approaches to information management
  - A: Go for enhancing what you chose in S, e.g.
    - curation of resources
    - organization of peer discussion/instruction experiences
    - information analysis and visualization



## The Two-Pass Ladder – Pass 2

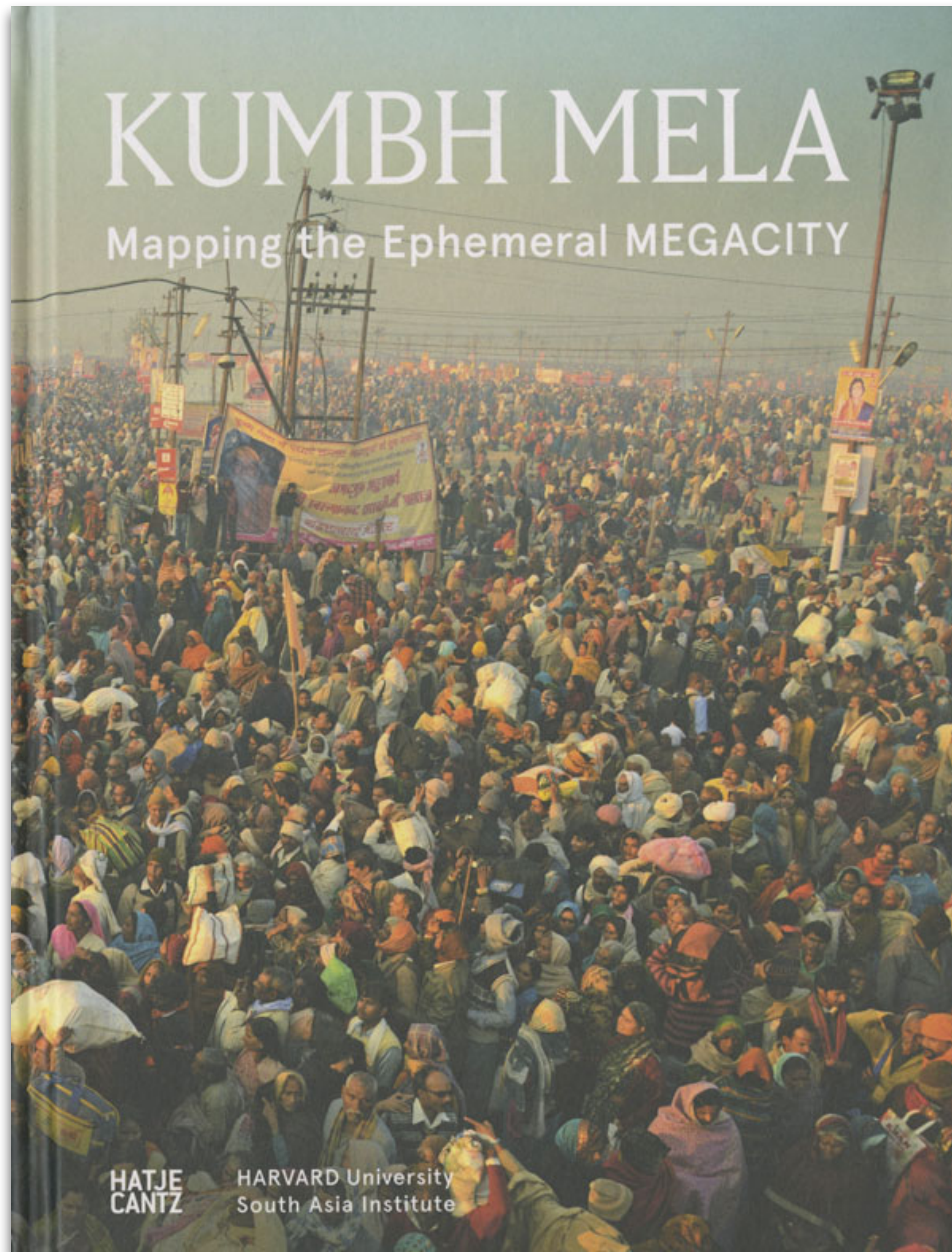
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- Now, redesign at the M/R levels for a **different** driver (from Technology, Pedagogy, or Content), but **in light of** the first pass driver:
- M: Go for defining extended experiences in student exploration/creation that leverage the choices made for A
- R: Go for student agency, allowing them to build their own exploration/creation using the experiences developed at M



# KUMBH MELA

Mapping the Ephemeral MEGACITY



HATJE  
CANTZ

HARVARD University  
South Asia Institute



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Driver: T

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The screenshot shows a JupyterLab environment. On the left, a sidebar lists files: Data.ipynb (selected), Fasta.ipynb, Julia.ipynb, and Ripynb. The main area displays a notebook with the following code and output:

```
In [17]: import pandas
df = pandas.read_csv('../data/iris.csv')
df.head(5)
```

	sepal_length	sepal_width	petal_length	petal_width	species
0	5.1	3.5	1.4	0.2	se
1	4.9	3.0	1.4	0.2	setosa
2	4.7	3.2	1.3	0.2	setosa
3	4.6	3.1	1.5	0.2	setosa
4	5.0	3.6	1.4	0.2	setosa

```
In [20]: from IPython.display import GeoJSON
GeoJSON(s, layer_options={'minZoom': 11})
```

The output is a map of the Washington D.C. area with numerous blue pins indicating locations. The map includes labels for various areas like Bethesda, Takoma Park, College Park, and Washington.

The screenshot shows a Google Scholar search results page for the query "kumbh mela narrative". The page displays several articles related to the Kumbh Mela festival in Allahabad. The search results include:

- Pilgrimage and power: the Kumbh Mela in Allahabad, 1765-1954** by K Maclean - 2008 - books.google.com. This article discusses the Kumbh Mela in Allahabad, 1765–1954, and its significance in the region.
- Making the colonial state work for you: The modern beginnings of the ancient Kumbh Mela in Allahabad** by K Maclean - The Journal of Asian Studies, 2003 - cambridge.org. This article explores the modern beginnings of the ancient Kumbh Mela in Allahabad, discussing the festival's history and its role in the colonial state.
- Conflicting spaces: The Kumbh Mela and the fort of Allahabad** by K Maclean - South Asia: Journal of South Asian Studies, 2001 - Taylor & Francis. This article discusses the Kumbh Mela and the fort of Allahabad, exploring the festival's history and its role in the colonial state.
- Seeing, being seen, and not being seen: pilgrimage, tourism, and layers of looking at the Kumbh Mela** by K Maclean - CrossCurrents, 2009 - Wiley Online Library. This article discusses the Kumbh Mela and the fort of Allahabad, exploring the festival's history and its role in the colonial state.

The page also includes a sidebar with filters for "Any time", "Sort by relevance", and "Sort by date".



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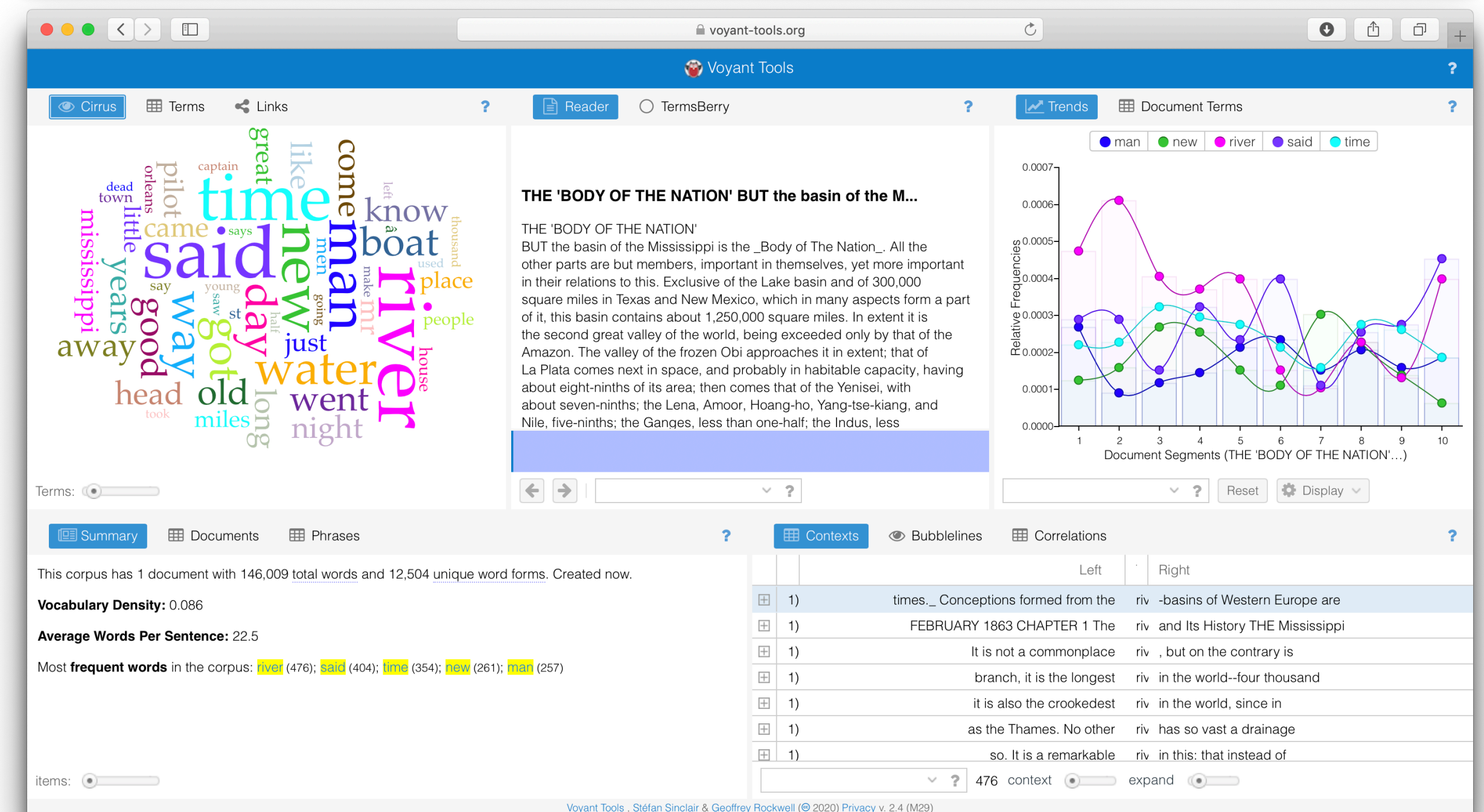
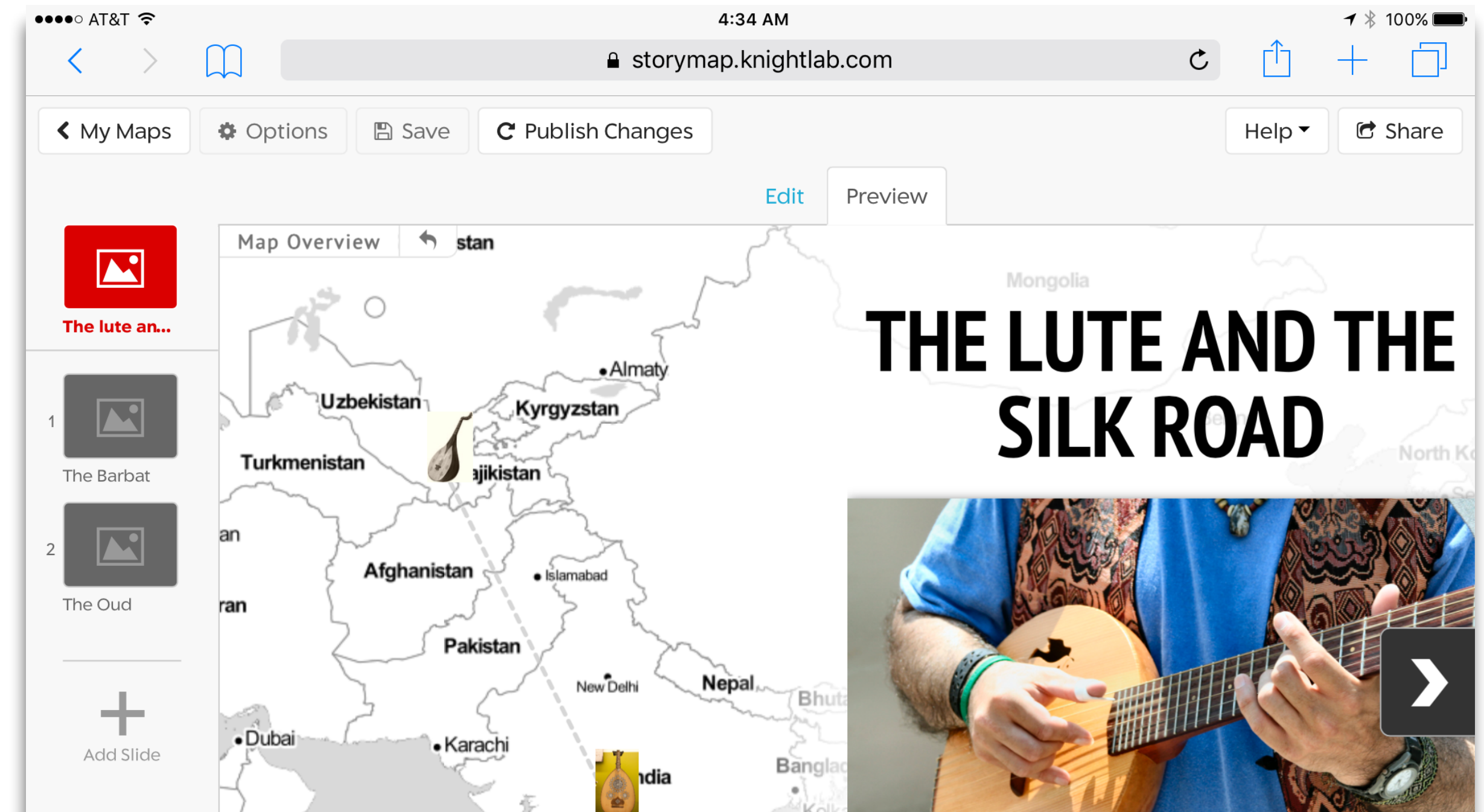
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# Hippasus

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

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

Twitter: @rubenrp

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