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

Ruben R. PuenteDura, Ph.D.
Substitution
Tech acts as a direct tool substitute, with no functional change

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

Modification
Tech allows for significant task redesign

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

Enhancement

Transformation

Ruben R. Puentedura, As We May Teach: Educational Technology, From Theory Into Practice, (2009)
<table>
<thead>
<tr>
<th>Social</th>
<th>Mobility</th>
<th>Visualization</th>
<th>Storytelling</th>
<th>Gaming</th>
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</thead>
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<td>200,000 years</td>
<td>70,000 years</td>
<td>40,000 years</td>
<td>17,000 years</td>
<td>8,000 years</td>
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Building a SAMR Ladder

• 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?

• 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)

- 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

- 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

• 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
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Driver: C