

Substitution – Augmentation – Modification – Redefinition (SAMR)

What is SAMR?

SAMR is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students. (From www.schrockguide.net/samr.html)

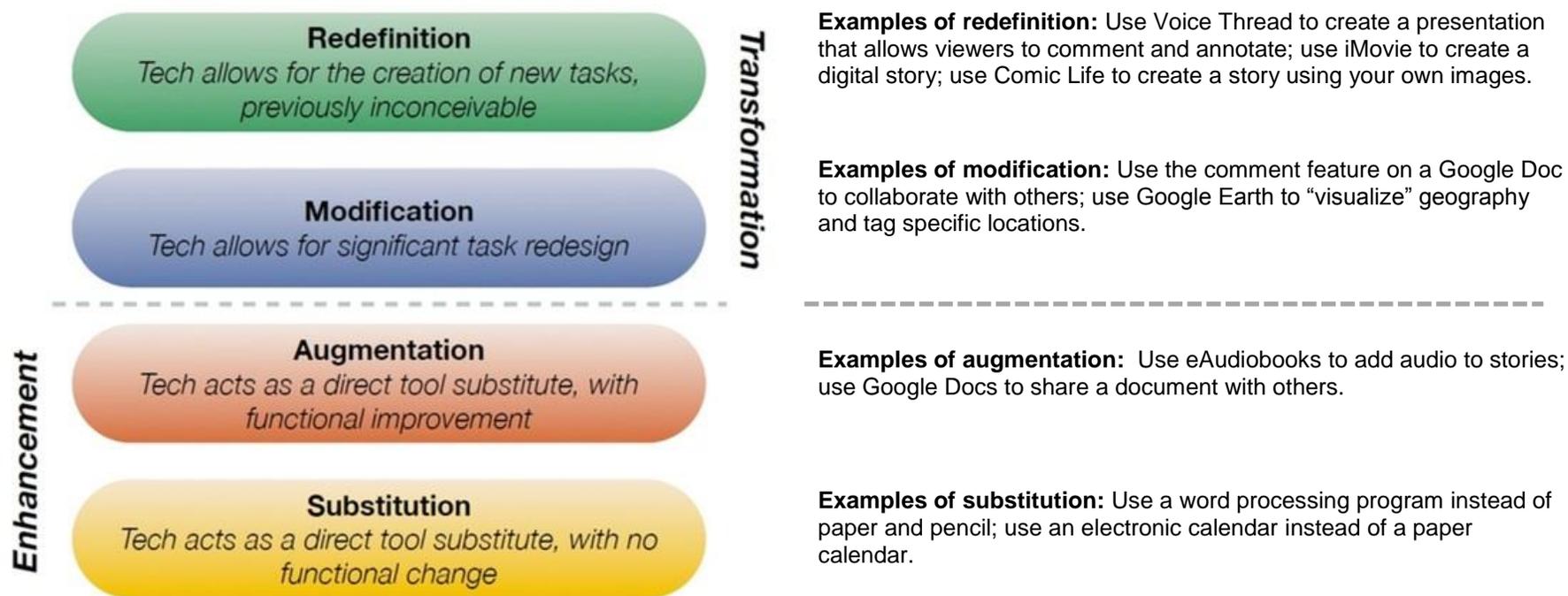
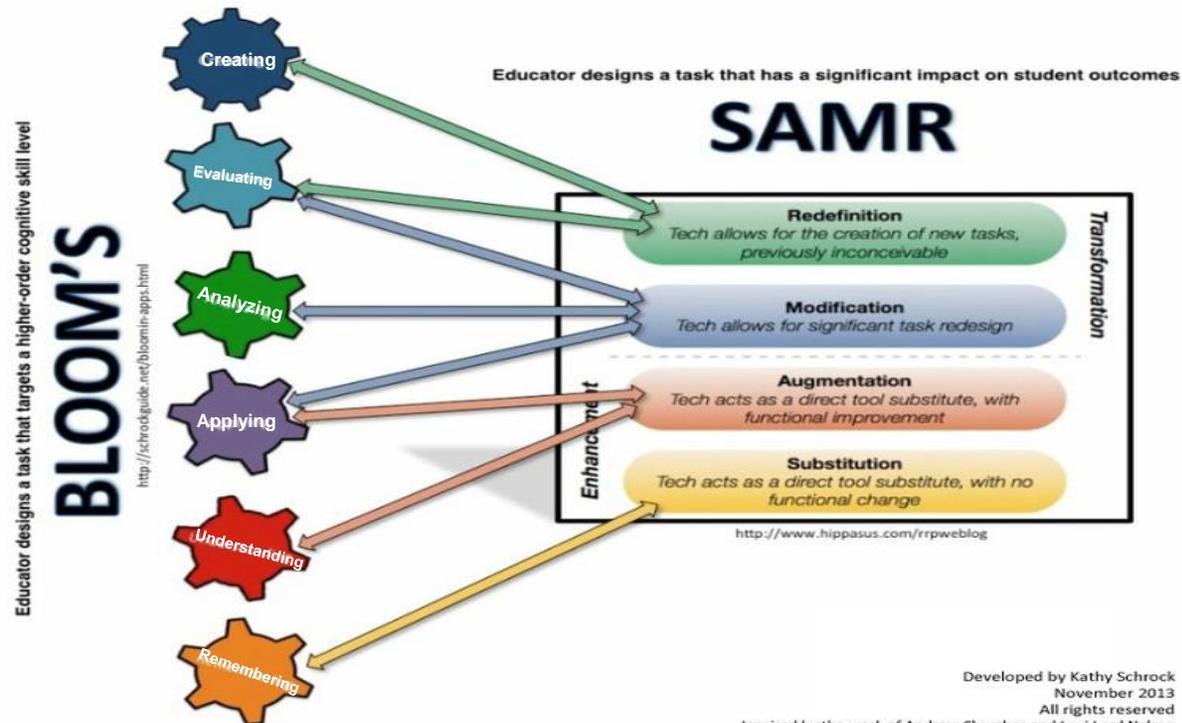


Image the creation of Dr. Ruben Puentedura, Ph.D. <http://www.hippasus.com/rpweblog/>

How does SAMR apply to the design of our Curriculum Maps and Unit Plans? Many of the student activities and products outlined in the SFUSD ELA Curriculum Maps and Unit Plans can be done using digital technology. We have identified a menu of digital tools/applications that can be integrated into the curriculum. We have also identified the SAMR level of the student activities/products. We encourage teachers to look for areas where the tools can enhance tasks that are modifications or redefinitions of traditional tasks and products.

How do the Revised Bloom’s Taxonomy and SAMR connect to the process of designing curriculum maps, unit plans and lesson plans?

Many digital activities can be representative of both the *Enhancement* (SA) and *Transformational* (MR) areas of the SAMR model. However, if we think of the SAMR model working in concert with the Revised Bloom’s Taxonomy, to quote Kathy Schrock, “...we should be planning for technology tasks, activities, and assessments that include both the higher levels of Bloom's Revised Taxonomy and the transformation area of the SAMR model.” Therefore, we encourage thoughtful planning of digital integration so that tasks go beyond simple substitution and/or augmentation.



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