

SAMR MODEL: FRAMEWORK FOR GOOD TECHNOLOGY INTEGRATION

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The advent of the coronavirus has sped the integration of edtech, as instructors across the country are eager to be online as quickly as feasible. However, as several of our teachers have pointed out, K-12 online learning currently resembles triage – a form of crisis management – rather than well-managed remote learning. What is absent from the discourse right now, which is understandable given the urgency of the situation, is a focus on the larger topic of what high-quality technology integration looks like. That is a vital discussion to have because, even as we return to physical schools and take use of face-to-face possibilities, there will be a larger emphasis on digital learning in a post-coronavirus era.

The "integration of technology into education" refers to the use of technology to improve a student's learning experience. One of the prominent frameworks is the SAMR Model, which categorizes four different degrees of classroom technology integration. Dr. Ruben Puentedura, a Phi Beta Kappa teaching award winner in 1991, coined the acronym "SAMR" for Substitution, Augmentation, Modification, and Redefinition. When integrated classroom technology enables teaching and learning to be a more seamless experience for educators and students, the SAMR Model can be especially beneficial during remote and blended learning. As aforementioned, the most significant impediment to online teaching is unlikely to be technology, as it is the integration of it (Terada, 2020). As a result, the noblest profession has prospered from the use of supported technology tools.

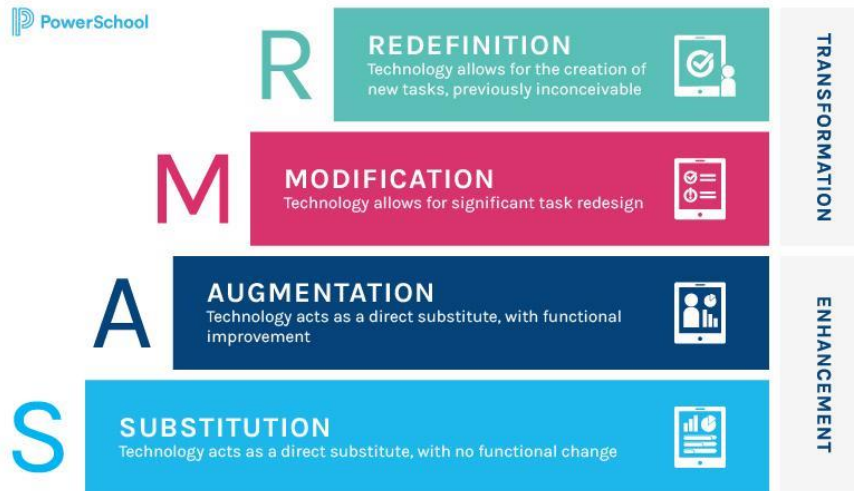


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The SAMR Model to be elaborated (SAMR, 2021)

Referring to the image consisting of the four steps of the SAMR model, where Substitution and Augmentation are reflected as the Enhancement for the learners, while Modification and Redefinition are the Transformation phases.

Substitution

In this phase, technology has completely replaced a more traditional teaching instrument or method. It is a straightforward, bare-bones substitute. If you are teaching a government class about the Constitution, for example, you may utilize an electronic or web-based version of the text rather than a printed copy. Instead of filling out a worksheet with a pencil, students might type answers to Constitution questions in Microsoft Word.

For example, a student could alternatively present facts regarding an historical event in the Philippines to the class using Flipgrid, Keynote, PowerPoint, Prezi, Slides, or another similar program.

In this phase, consider what benefits students will obtain from using technology instead of traditional tools. Inevitably, some situations will benefit from the use of a pen and piece of paper.

Augmentation

Similarly, technology is used to replace a conventional tool or process, but this time with considerable improvements to the student's experience. Consider whether technology helps or hinders a student's productivity and potential in any way.

Returning to the example of the historical event, a student may use classroom technology to supplement a presentation on the historical event with a video clip depicting how equal protection under the law was applied during school desegregation. It might also feature interactive connections to important Supreme Court judgments.

Modification

Using the SAMR Model, you are transitioning from enhancement to transformation at this point. This is a genuine modification to the lesson's design and learning outcome, rather than a replacement or enhancement. "Does the technology fundamentally modify the learning task?" is the key question here.

To continue our example, student presenting research on a historical event or timeline might construct their own unique graphic organizer for the class that contains not only the conventional multimedia resources but also represents a new product or synthesis of previous information. A group of students, for example, may work together in the learning management system (LMS) to offer a modern concept of equal protection under the law and elicit input from classmates in the discussion section.

Redefinition

The SAMR model's last phase illustrates the apex of how integrated classroom technology may change a student's life. In this scenario, you can wonder if technological tools enable educators to reimagine a typical learning assignment in a way that would not be possible without it, resulting in a novel learning experience.

Completing our previous example, the students completing their group work and soliciting feedback from classmates (both tasks that could be completed "offline," though arguably not with the same experience as in the modified format) could use technology to network with students in another group to see how regional differences impact how others think about historical events in the Philippines. Students might take it a step further by conducting research in real time with people in another country.

Finally, explore how technology can be utilized to strengthen relationships with your students in addition to delivering knowledge. Remember that while SAMR is frequently viewed as a mountain to climb, it is more of a toolbox. The idea is to find the proper tool for the work, not to utilize the most advanced one.

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