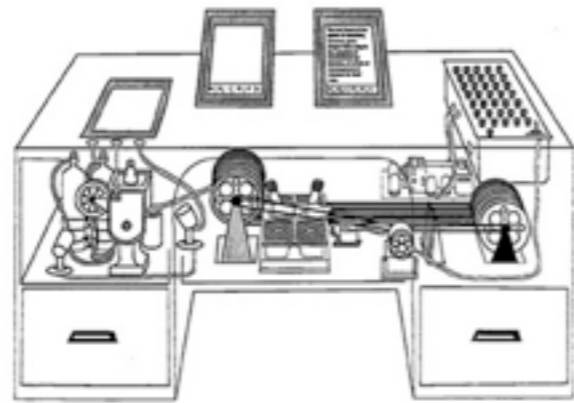


# SAMR and TPCK in Action

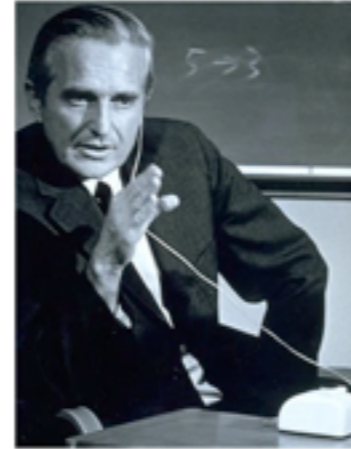
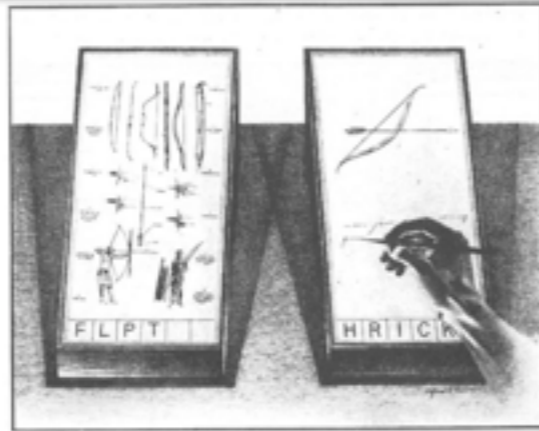
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Ruben R. Puentedura, Ph.D.

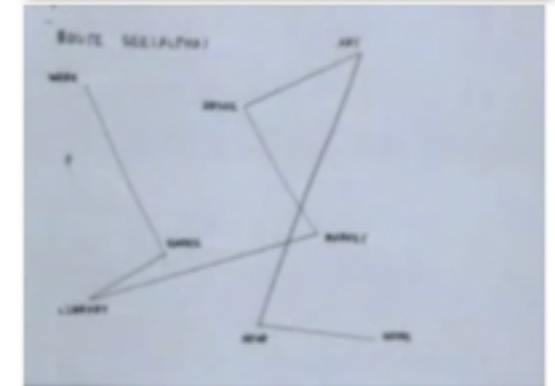
# The Underlying Metaphor



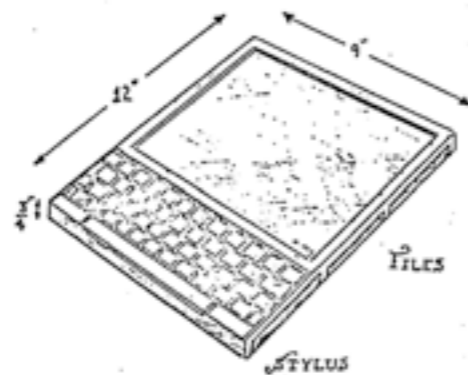
AS WE MAY THINK



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for augmenting human  
intellect

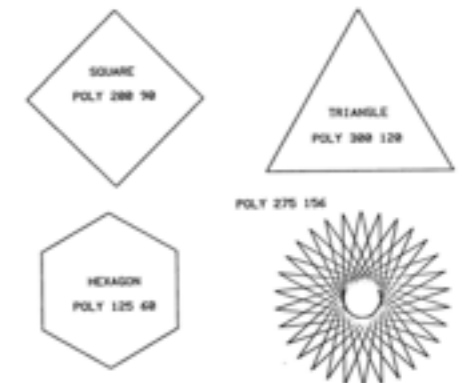


A Personal Computer for Children of All Ages



TO POLY :ANGLE :STEP  
1. FORWARD :STEP  
2. RIGHT :ANGLE  
3. POLY :ANGLE :STEP  
END

ON MAKING A THEOREM FOR A CHILD



# The SAMR Model

*Transformation*

### **Redefinition**

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

### **Modification**

*Tech allows for significant task redesign*

*Enhancement*

### **Augmentation**

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

### **Substitution**

*Tech acts as a direct tool substitute, with no  
functional change*

# Literacy and Vocabulary

# Marzano: Six Steps to Effective Vocabulary Instruction

---

- Step 1: The Teacher Provides a Description, Explanation, or Example of the New Term
- Step 2: Students Restate the Explanation of the New Term in Their Own Words
- Step 3: Students Create a Nonlinguistic Representation of the Term
- Step 4: Students Periodically Do Activities That Help Them Add to Their Knowledge of Vocabulary Terms
- Step 5: Periodically Students Are Asked to Discuss the Terms with One Another
- Step 6: Periodically Students Are Involved in Games That Allow Them to Play with the Terms

## Redefinition

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

## Modification

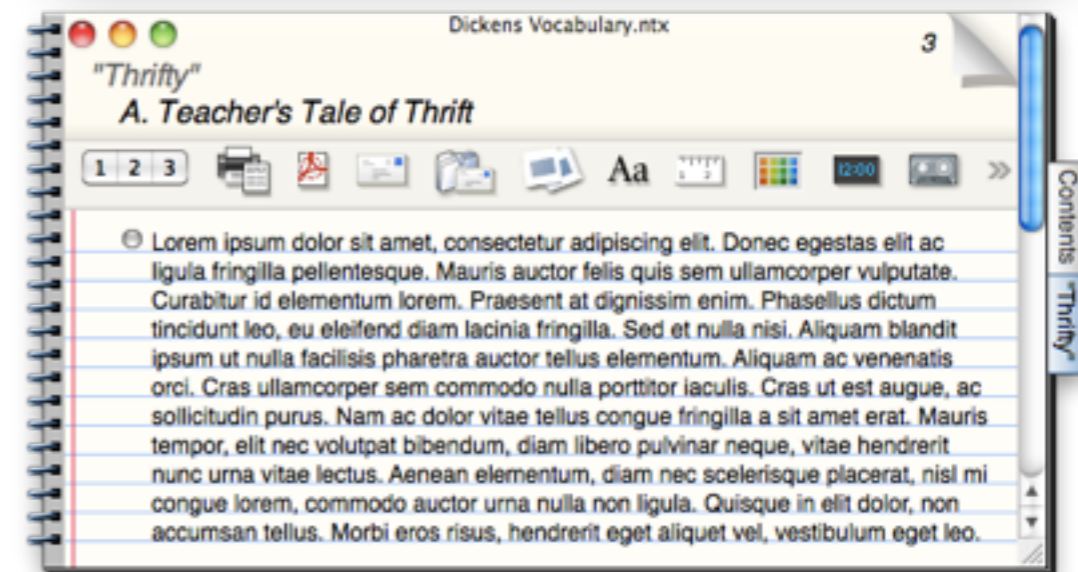
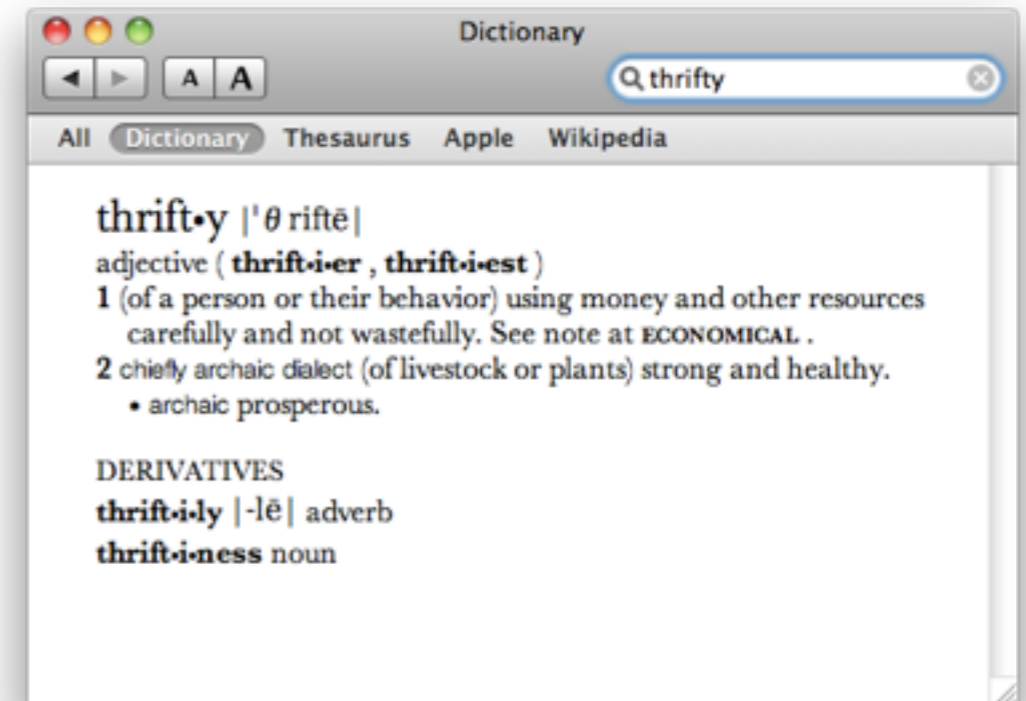
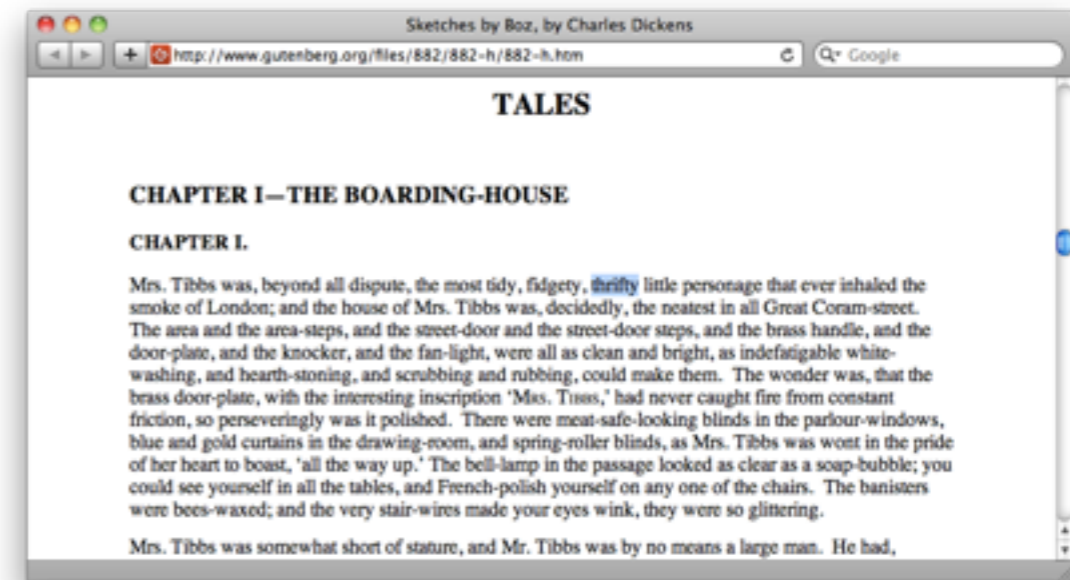
*Tech allows for significant task redesign*

## Augmentation

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

## Substitution

*Tech acts as a direct tool substitute, with no functional change*







## Redefinition

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

## Modification

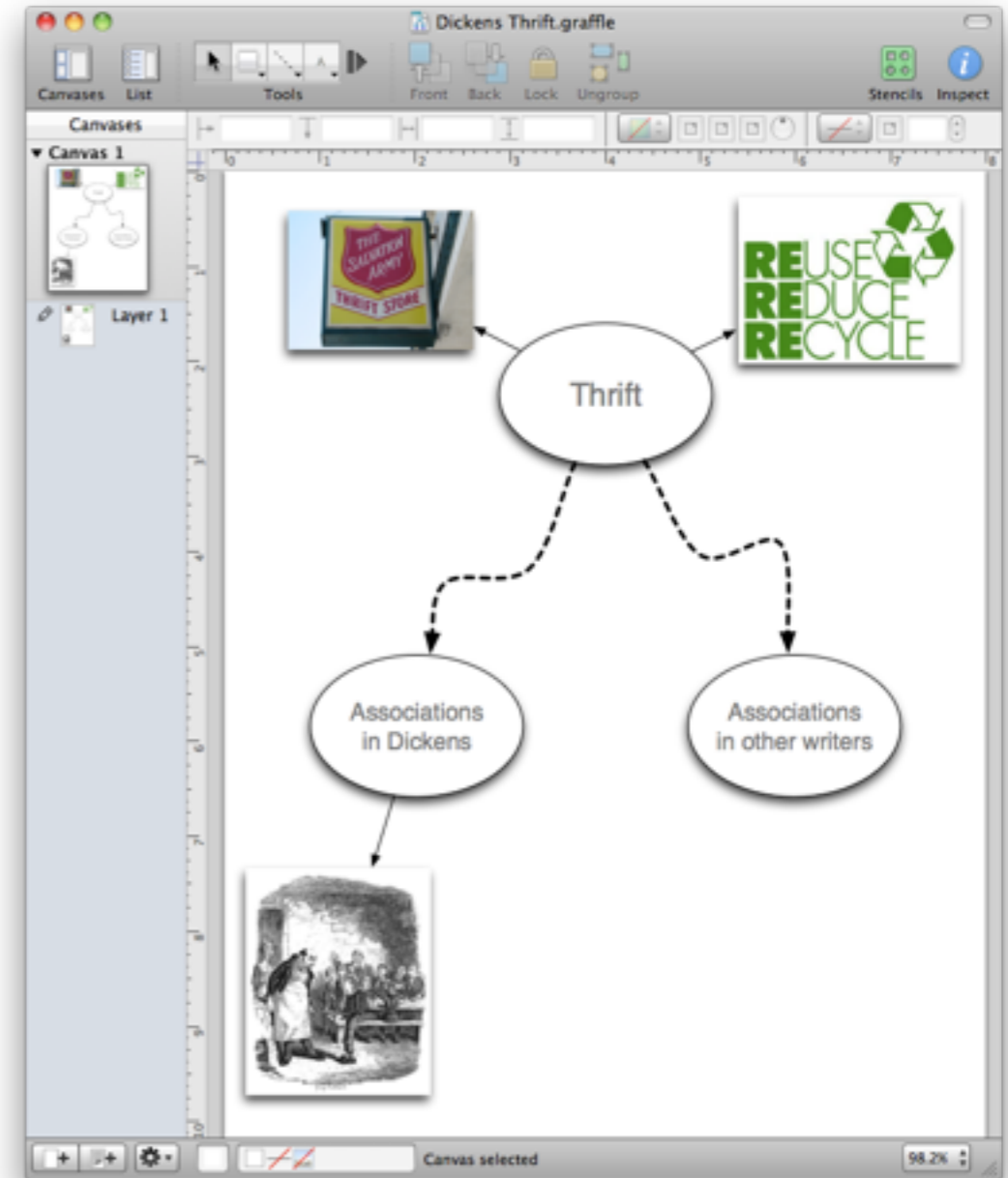
*Tech allows for significant task redesign*

## Augmentation

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

## Substitution

*Tech acts as a direct tool substitute, with no functional change*



## **Redefinition**

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

## **Modification**

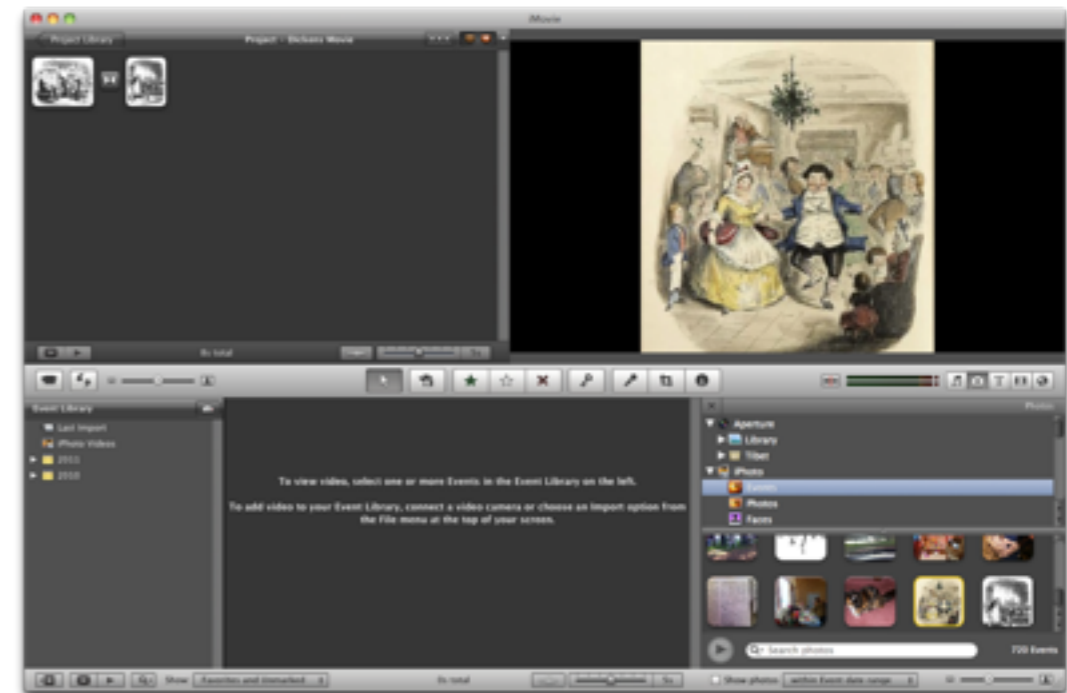
*Tech allows for significant task redesign*

## **Augmentation**

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

## **Substitution**

*Tech acts as a direct tool substitute, with no functional change*



# The Student Historian

## 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

*Tech acts as a direct tool substitute, with no functional change*



The screenshot shows the BBC History website interface. At the top, there is a navigation bar with the BBC logo and links for News, Sport, Weather, Travel, TV, Radio, and More. Below this is a search bar. The main heading is 'History', followed by a sub-navigation bar with links for Ancient History, British History, World Wars, Historic Figures, Family History, History for Kids, and On This Day. The main content area is titled 'Egyptians' and features a large image of a golden Egyptian mask. To the right of the image is a text box that reads: 'Around 5000 years ago the ancient Egyptians established an extraordinary and enduring civilisation. Enter their world.' Below the image and text is a list of sub-topics, each with a right-pointing arrow: Overview, Death in Sakkara, Pyramids and Monuments, Mummification, Gods and Beliefs, Pharaohs and Dynasties, Daily Life, and Hieroglyphs. To the right of the main content is a sidebar with a 'More Ancient History' button and two featured articles: 'Hands On History: Ancient Britain' and 'History of Celtic Britain'. The footer contains the BBC logo, copyright information (© 2011), and links for BBC Help, Accessibility help, Jobs, Advertise With Us, About the BBC, Contact Us, Terms of Use, and Privacy & Cookies.

## 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

*Tech acts as a direct tool substitute, with no functional change*



## Redefinition

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

## Modification

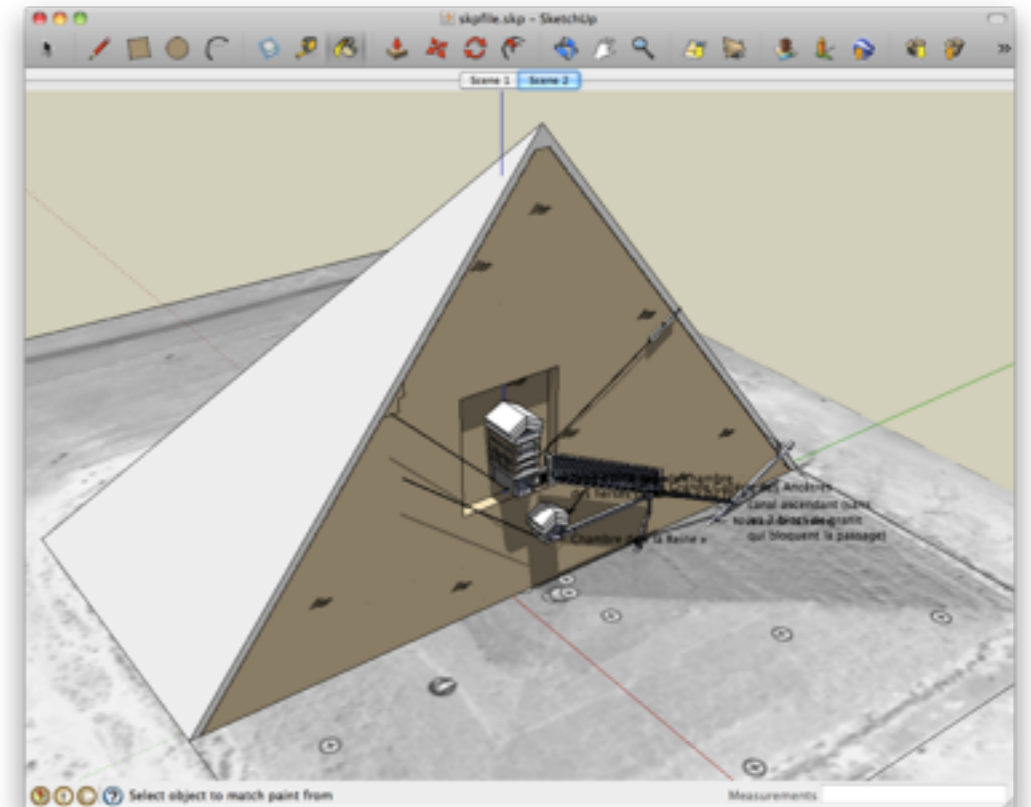
*Tech allows for significant task redesign*

## Augmentation

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

## Substitution

*Tech acts as a direct tool substitute, with no functional change*



## **Redefinition**

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

## **Modification**

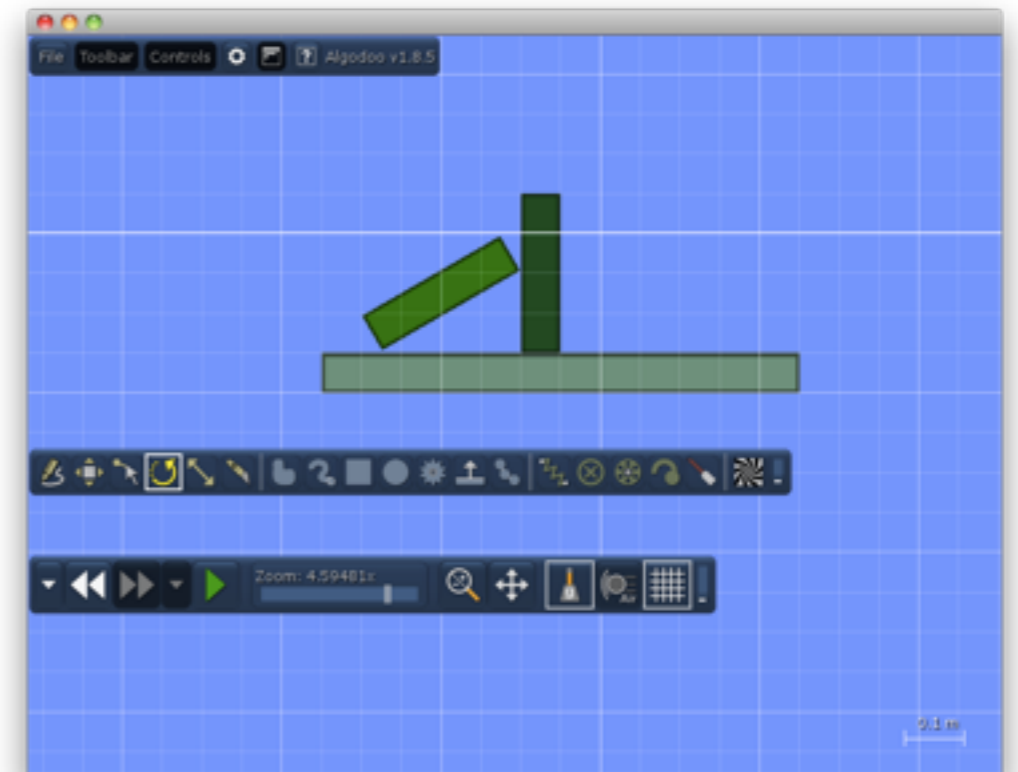
*Tech allows for significant task redesign*

## **Augmentation**

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

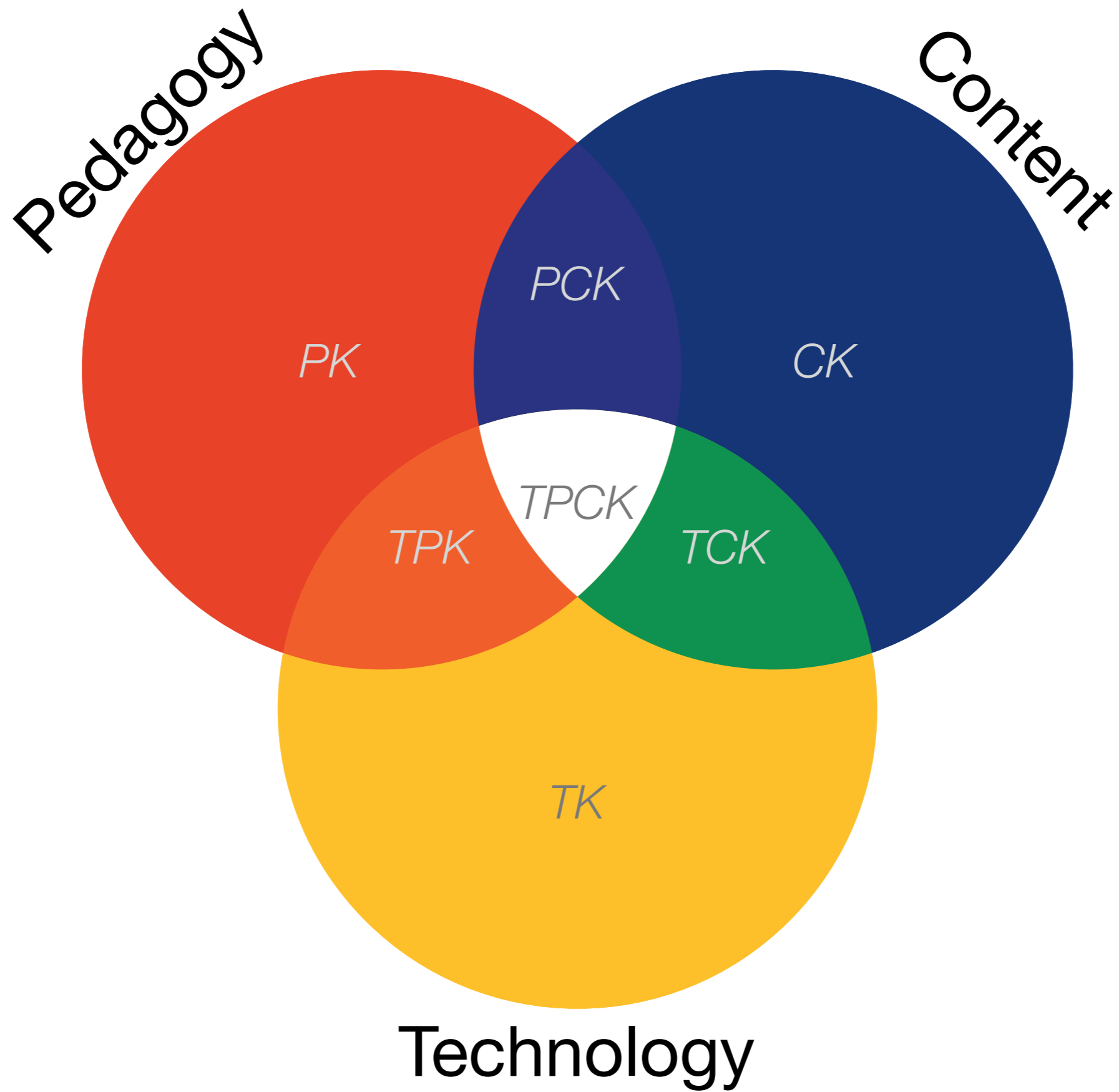
## **Substitution**

*Tech acts as a direct tool substitute, with no functional change*

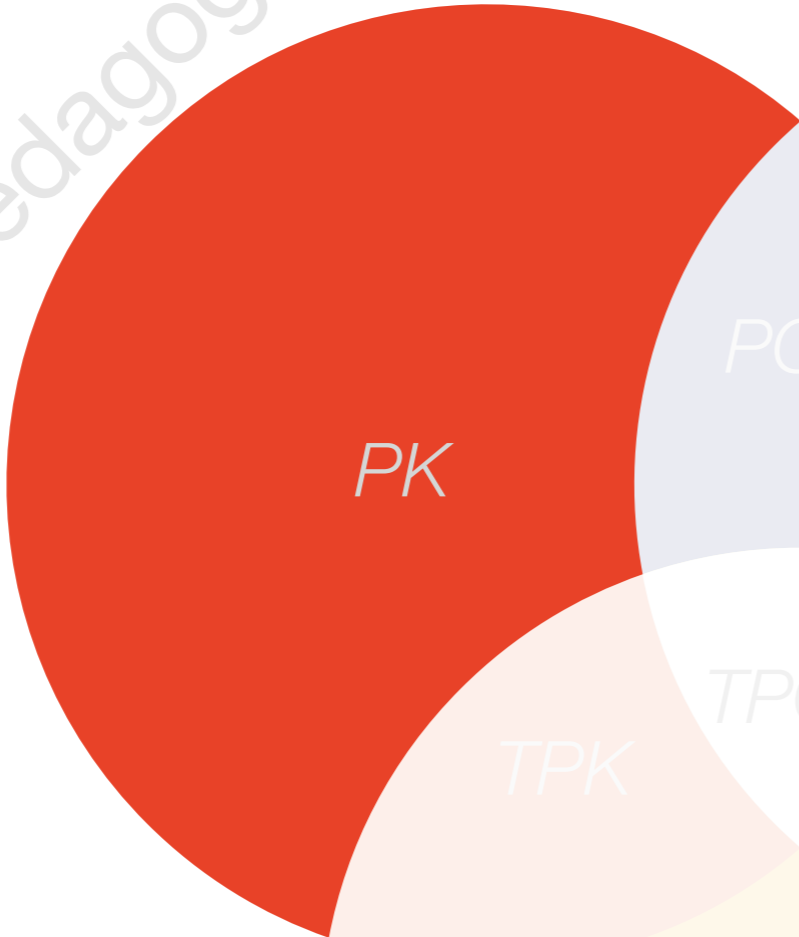




# The TPCK Model



Pedagogy



PK

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**NEW SCIENCE OF LEARNING**

An article in Science magazine (July 17, 2009), entitled "Foundations for a New Science of Learning," was co-written by Andrew Meltzoff and Patricia Kuhl, LIFE Center Leads, with Javier Movellan and Terrence Sejnowski of the Temporal Dynamics of Learning Center. [Read more.](#)

**LIFE Center**  
LIFE is a multi-institution NSF Science of Learning Center hosted at the University of Washington in partnership with Stanford University and SRI International. The LIFE Center seeks to develop and test principles about the social foundations of human learning in informal and formal environments with the goal of enhancing human learning from infancy to adulthood. [Learn more.](#)

**News**  
Na'ilah Suad Nasir featured in The Voice video from the Teachers College Record. [Read more](#)  
Jeremy Bailenson's research and new book featured in a New York Times article. [Read more](#)

**NSF**  
The National Science Foundation Science of Learning Centers Program (SLC) supports research that harnesses and integrates knowledge across multiple

**HASTAC** Humanities, Arts, Science, and Technology Advanced Collaboratory

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Reimagining Learning  
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Badges are useful for certifying complex processes that are not comprehended ...  
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Declaration of Independence from Video Game Studies  
When in the Course of scholarly events it becomes necessary for one Critic ...  
Amanda May 05 0 comments


Doctorow on the values of our software  
The path IS the destination. How you get there is every bit as important ...  
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Read about the curatorial department and its permanent collection.

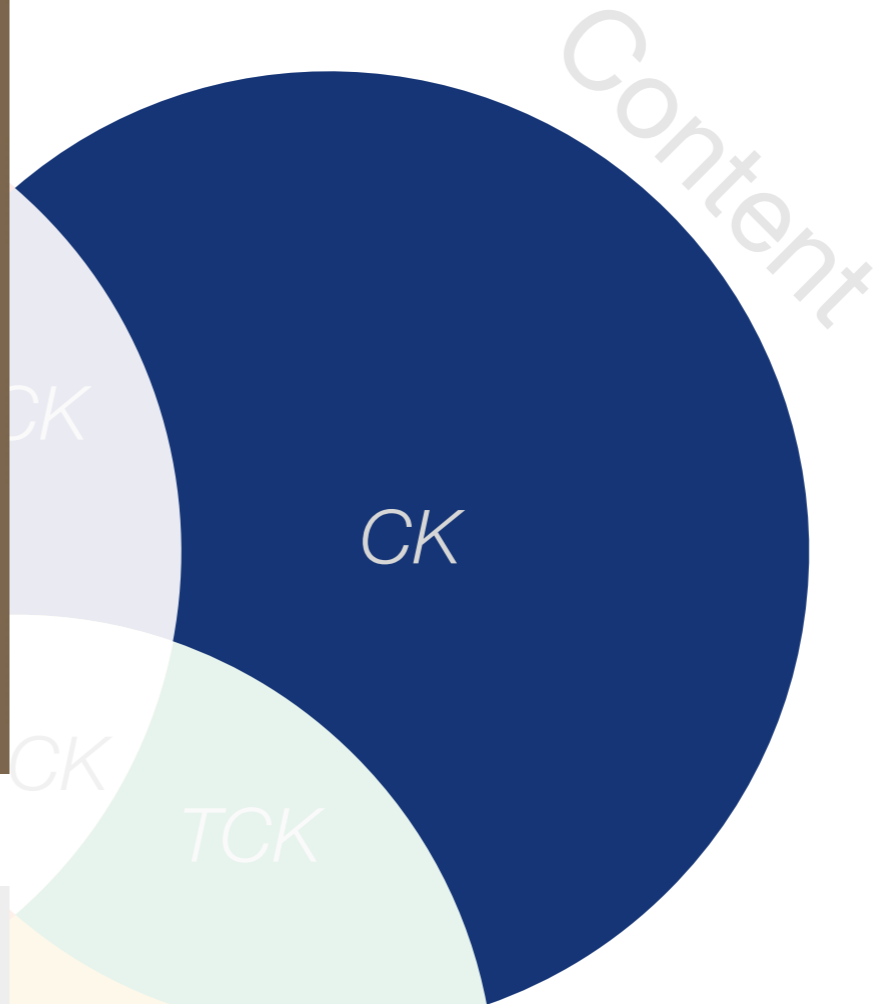
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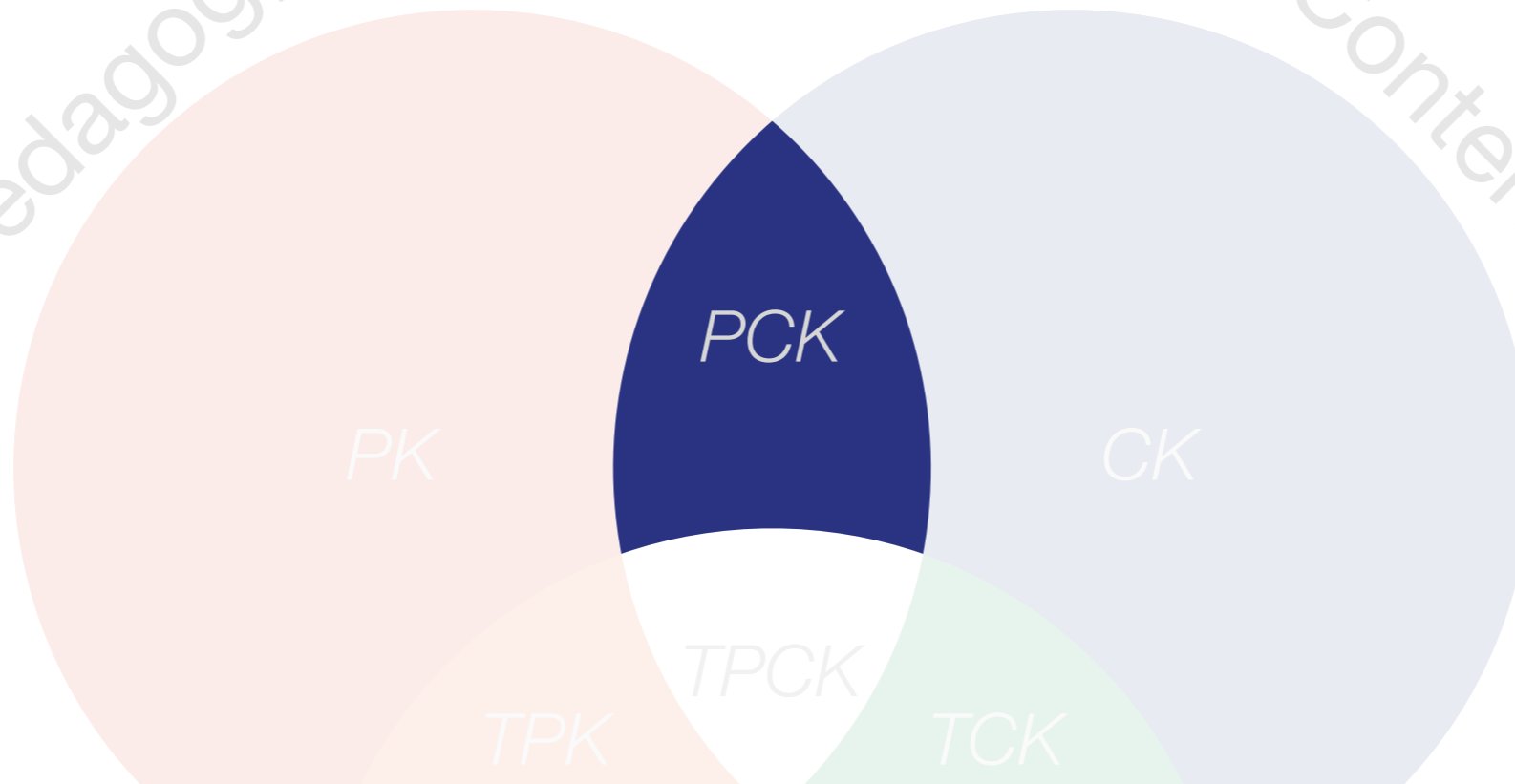
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Pedagogy

Content



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**Making Sense of Evidence**

This section helps students and teachers make effective use of primary sources. "Making Sense of Documents" provide strategies for analyzing online primary materials, with interactive exercises and a guide to traditional and online sources. "Scholars in Action" segments show how scholars puzzle out the meaning of different kinds of primary sources, allowing you to try to make sense of a document yourself then providing audio clips in which leading scholars interpret the document and discuss strategies for overall analysis.

**Making Sense of Documents**

**Making Sense of Oral History**  
Written by Linda Shopes, this guide presents an overview of oral history and ways historians use it, tips on what questions to ask when reading or... [\[more\]](#)

**Making Sense of Films**  
Written by Tom Gunning, this guide offers an overview of early twentieth-century film and how historians use it, tips on what questions to ask when... [\[more\]](#)

**Making Sense of Maps**  
This guide offers an overview of the history of maps and how historians use them, a breakdown of the elements of a map, tips on what questions to ask... [\[more\]](#)

**Making Sense of Numbers**  
Written by Garv J. Kornblith, this guide offers an overview of

**Scholars in Action**

**Analyzing an 1804 Inventory**  
In this interview Barbara Clark Smith discusses strategies for analyzing household possessions, specifically a 1804 inventory of the possessions of... [\[more\]](#)

**Analyzing Political Cartoons**  
In this interview, Michael O'Malley discusses strategies for interpreting political cartoons, specifically an 1876 Thomas Nast cartoon. The cartoon... [\[more\]](#)

**Analyzing Blues Songs**  
In this interview, Lawrence Levine discusses strategies for listening to and interpreting music, specifically two blues songs, "Two White Horses... [\[more\]](#)

**Analyzing Photographs**  
In this interview, Frank Goodyear discusses strategies for

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**ERIC #:** EJ913993

**Title:** "Old Stuff" for New Teaching Methods: Outreach to History Faculty Teaching with Primary Sources

**Authors:** Malkmus, Doris

**Descriptors:** Research Methodology; Primary Sources; Educational Change; Research Skills; Historians; History Instruction; Teaching Methods; Courses; Educational Innovation; Reference Services; Undergraduate Study; Followup Studies; Interviews; Surveys; Electronic Libraries

**Source:** portal: Libraries and the Academy, v10 n4 p413-435 Oct 2010

**Peer-Reviewed:** Yes

**Publisher:** Johns Hopkins University Press, 2715 North Charles Street, Baltimore, MD 21218. Tel: 800-548-1784; Tel: 410-516-6987; Fax: 410-516-6968; e-mail: jorder@jhupress.jhu.edu; Web site: http://www.press.jhu.edu/journals/subscribe.html

**Publication Date:** 2010-10-00

**Pages:** 23

**Pub Types:** Journal Articles; Reports - Research

**Abstract:** New approaches to undergraduate history education rely on primary sources. This study, based on a 2008-2009 online survey of 627 academic historians and 25 follow-up interviews, captures a snapshot of the current use of online, published, and archival primary sources used in new teaching methods. It identifies three distinct ways faculty utilize primary sources—analyzing documents in freshman courses, building research skills in historical methods classes, and using primary sources in upper-level courses. Librarians

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- The Challenges of Primary Sources, Collaboration, and the K-16 Elizabeth Murray Project
- Pedagogy and Pictorial Evidence: Interpreting Post-Reformation English Prints in Context
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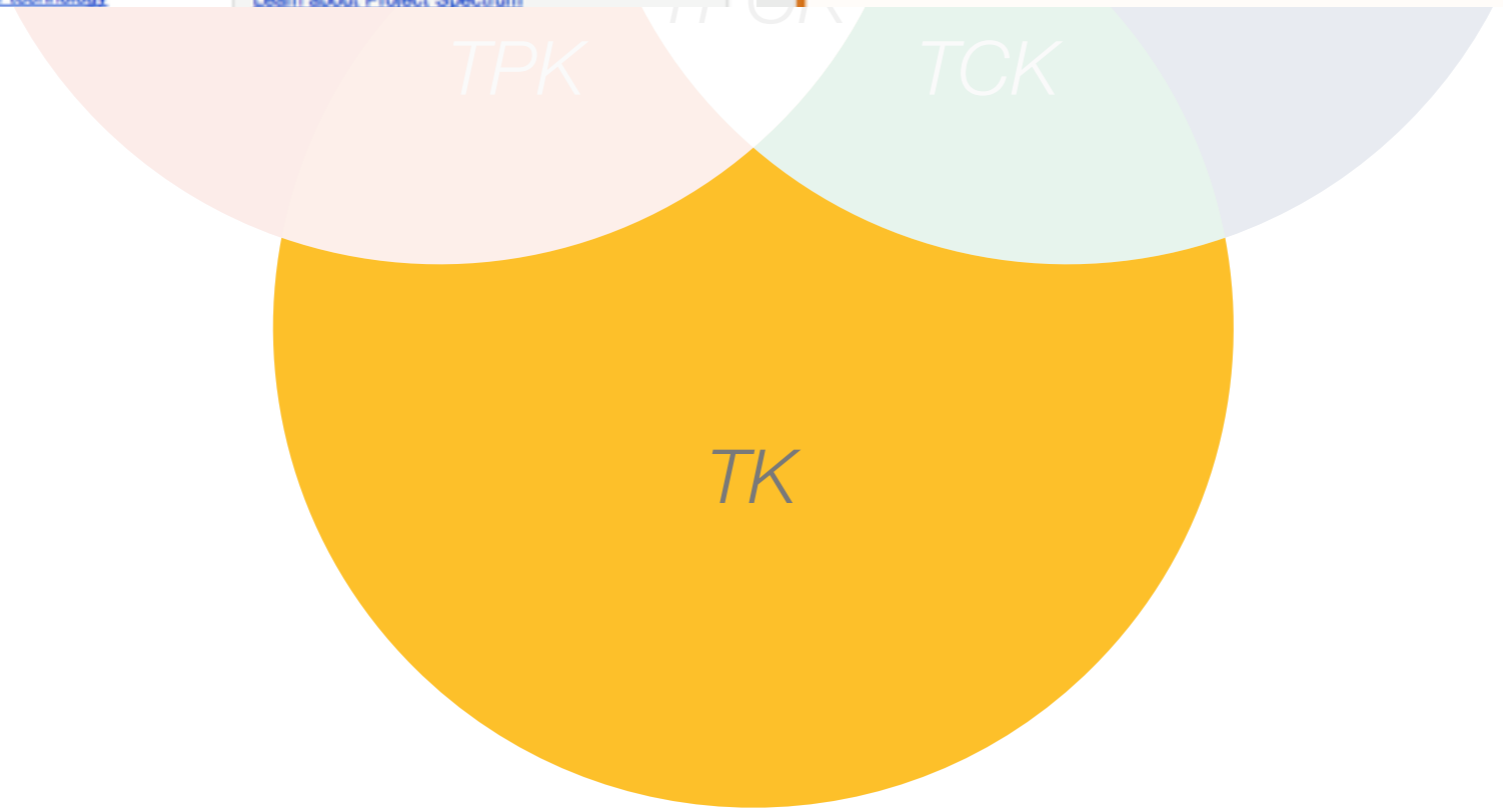
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The screenshot shows the YouTube channel page for 'Algoryx Simulation channel'. The main video player displays a 3D simulation of a mechanical system with a blue background. Below the player, the video title is 'Algodoo - Science education for a new generation' with 2,528 views. To the right, there is a list of uploads including 'Algodoo - Science education for a new generation', 'Algodoo tribute to Pink Floyd Dark side', 'Some cable magic', 'Algodoo - Barrier Breaker in Science', 'SMART Board 800 series interactive SMARTCas...', and 'Algodoo - Physics Educational Software'.



# Technology

Pedagogy

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The screenshot shows the homepage of the Horizon Report: K12 Edition Wiki. At the top, there is a navigation bar with links for 'NMC', 'Horizon Project', 'Horizon Navigator', and 'Horizon.K12 Wiki'. Below this is a banner image with the text 'nmc horizon.k12 The Horizon Project: K-12 Edition'. The main content area features a 'Wiki Tools' sidebar with options like 'Recent Changes', 'Search', and 'Select Language'. The main text includes a welcome message and information about the 2011 Horizon Report: K-12 Edition, mentioning its focus on emerging technology and its publication date in May 2011. A 'Protected' badge is visible in the top right corner.

The screenshot displays the homepage of The Chronicle of Higher Education. The header includes the date 'Thursday, May 5, 2011' and the site's title 'THE CHRONICLE of Higher Education'. A navigation menu lists categories such as 'HOME', 'NEWS', 'OPINION & IDEAS', 'FACTS & FIGURES', 'TOPICS', 'JOBS', 'ADVICE', 'FORUMS', and 'EVENTS'. Below the menu, there is a promotional banner for 'Sprint' with the text 'educators and students can create discussion threads'. The main content area features an article titled 'Using Google Docs Forms to Run a Peer-Review Writing Workshop' by Ryan Cordell, dated May 4, 2011. The article includes a photo of a classroom and text describing the author's experience using Google Docs Forms for peer review. To the right of the article is an advertisement for 'ANALYTICS' by SAS, featuring a red apple and the text 'Boost retention, graduation rates and alumni development with analytics.' The bottom of the page includes a 'ProfHacker' logo and a brief description of the site's content.

A Companion to Digital Humanities

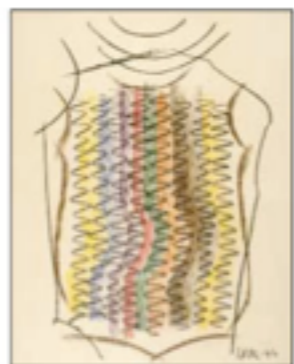
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2. Computing for Archaeologis
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5. Computing and the Historic
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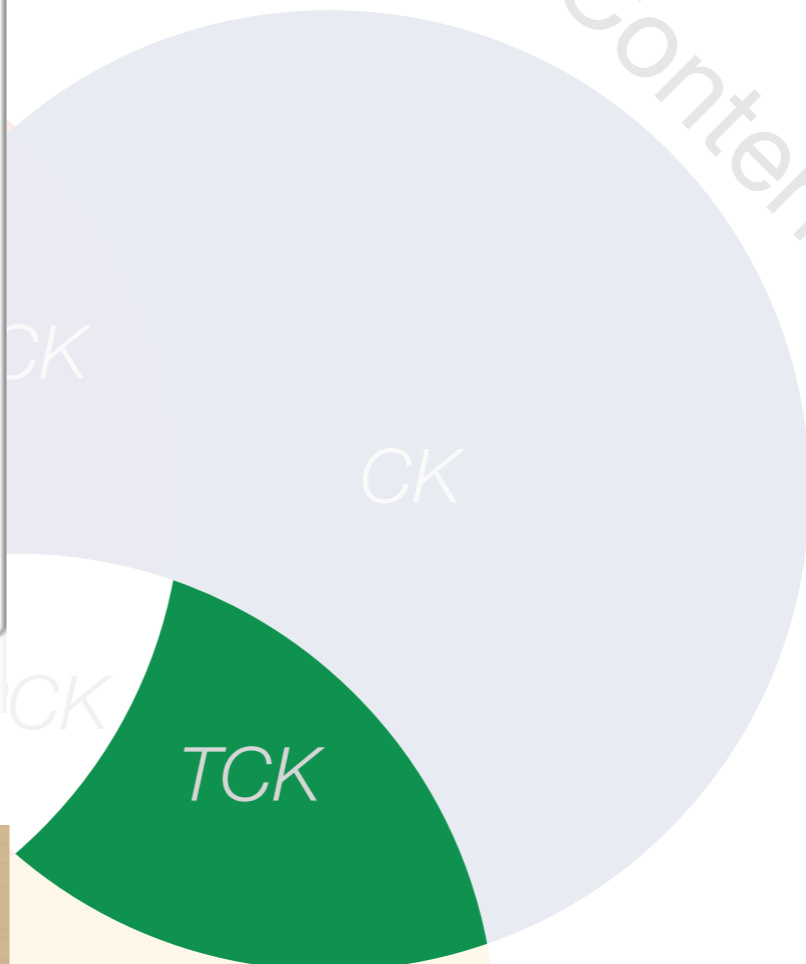
Part II: Principles

- 13. How the Computer Works
14. Classification and its Struc
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16. Marking Texts of Many Dir



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Digital Humanities

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Digital humanities projects harness the power of technologies to conduct research and to facilitate the sharing of information. Current projects include the digitization of print and sound archives, the creation of 3-D models of historical structures, and the development of virtual research forums so scholars from around the world can interact online.

Beyond Search: Literary Studies and the Digital Library

Beyond Search is a project-driven, collaborative enterprise. It explores macro-scale literary questions by leveraging technology and large digital repositories.

Recent projects have included a study of narrative and descriptive language, which utilized machine learning to classify 1.7 million sentences from 1200 19th century novels as well as a parallel project that employed text-analysis to detect moments of authorial interjection in the novel.

Go to Beyond Search

Arcade

In the academic sense, a salon is a gathering of intellectuals who engage in thought provoking discussions. Taking a cue from the social media trend, a group of humanities scholars have created a new and improved virtual incarnation of the salon.

The new interactive website, entitled "Arcade," is the first widely accessible platform for intellectual networking in the humanities. Arcade is a place for readers and writers interested in literature, the humanities, and the world. We aim to publish a broad range of the most exciting research in the humanities, from the accessible to the esoteric, across languages, historical periods, and generations.

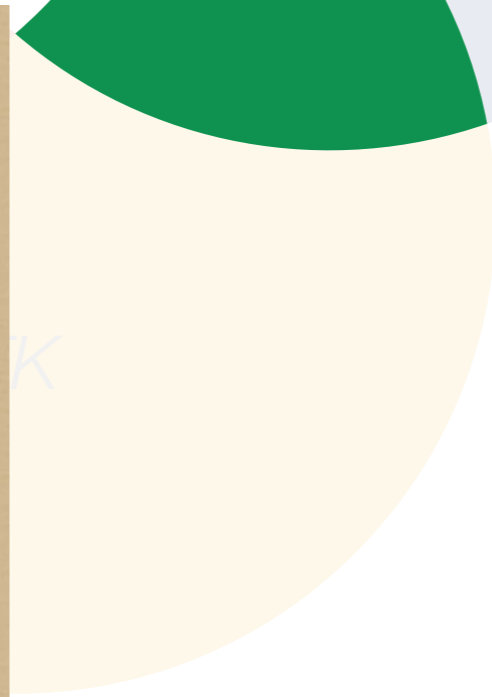
Go to Arcade

Mapping the Republic of Letters

With the help of advanced visualization techniques, this project is literally "mapping" the Republic of Letters, by plotting the geographic data for the senders and receivers of correspondences. These maps will allow researchers to perceive the larger patterns of intellectual exchange in the early-modern world and raise new questions about the importance of places, nations, and cities, in the circulation of knowledge.

Go to Mapping the Republic of Letters

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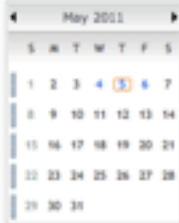
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Welcome back, Skate  
Posted on May 5, 2011 by Antonio Vercellotti

Over one month from my last post. Hmmm. It has been a hell of a month. I have been working day and night to put together a new Grant for the US Dept. of Education, which went out last Friday, April 29. At the same time I had to...

Posted in nonsense | [Leave a comment](#)

The ds106 99: #46 The Thing in 7 minutes  
Posted on May 4, 2011 by Peverend

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Social

Narrative

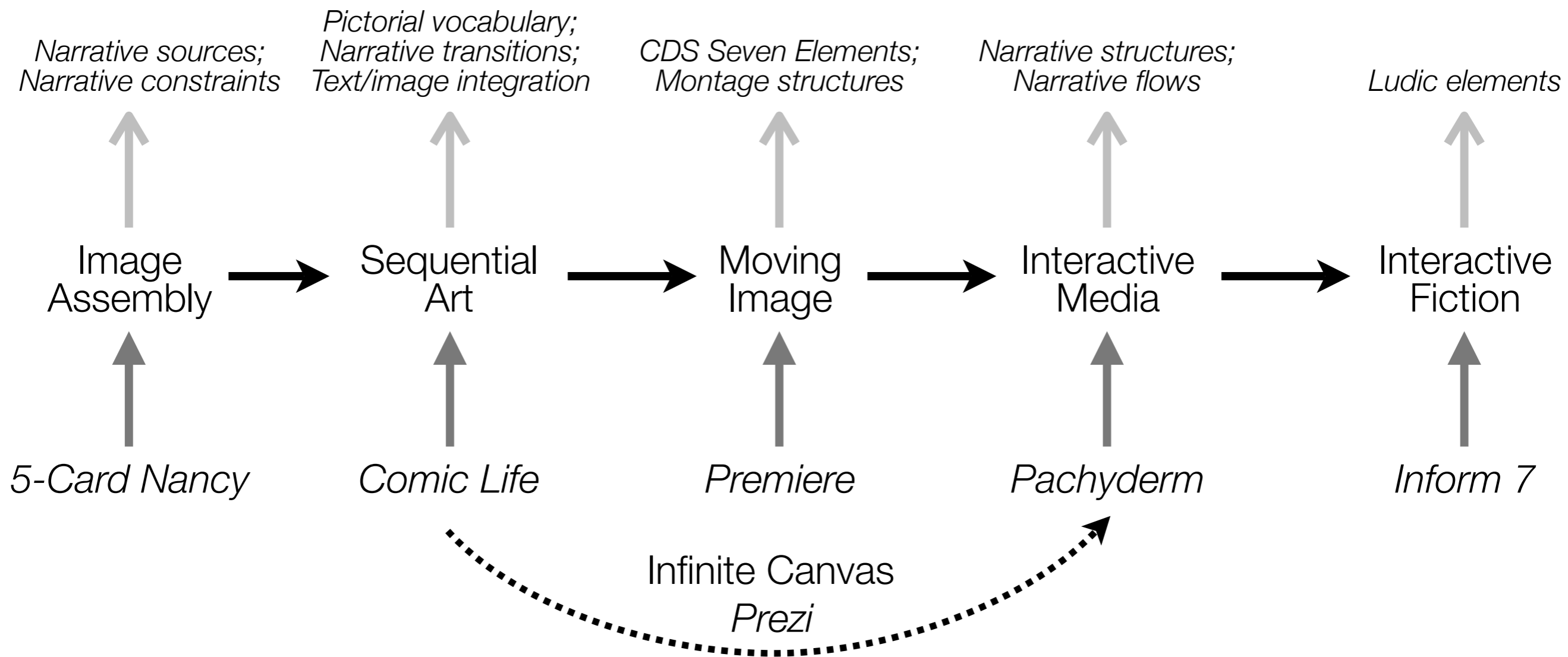
*Transformation*

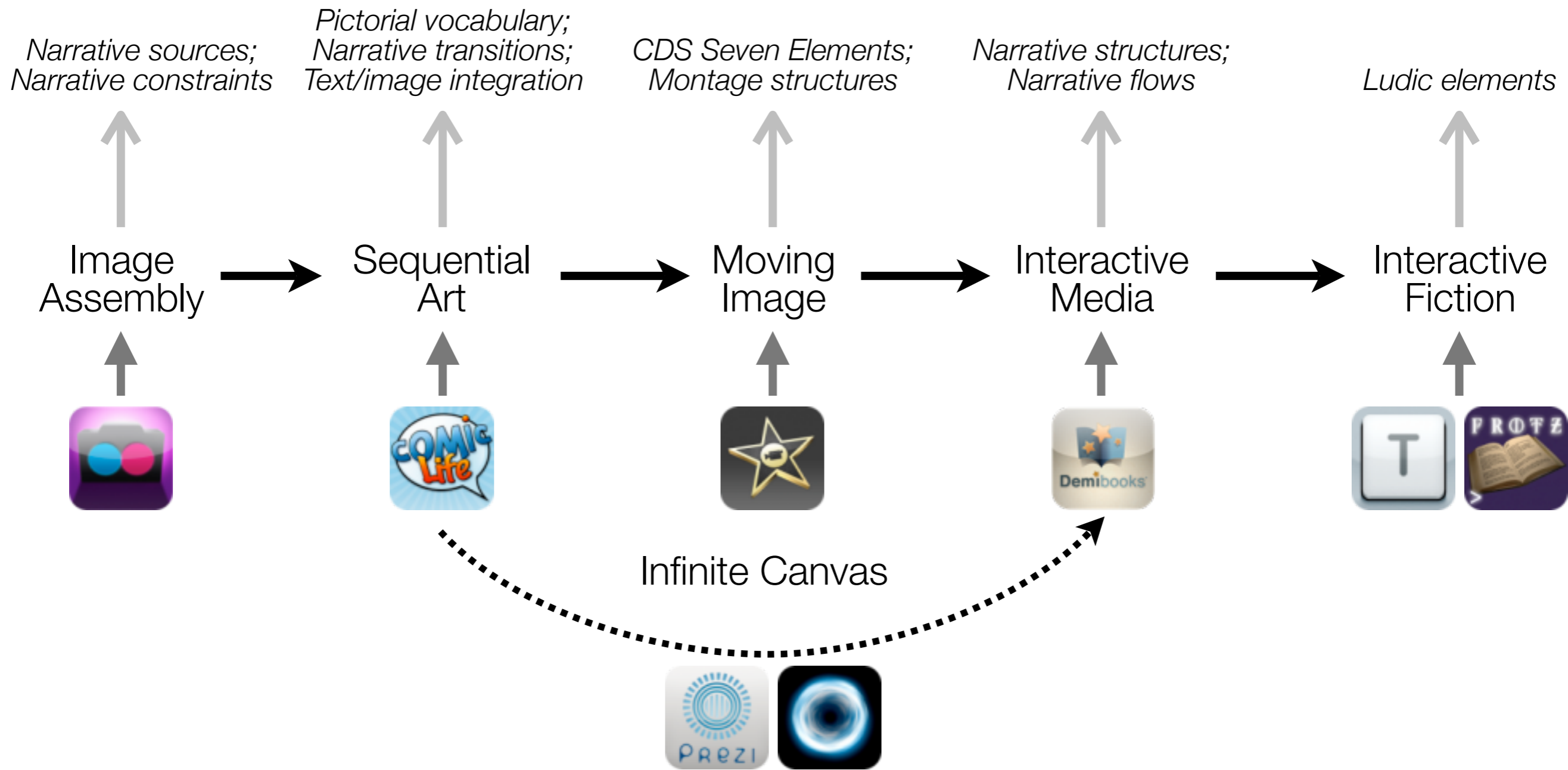
Visual

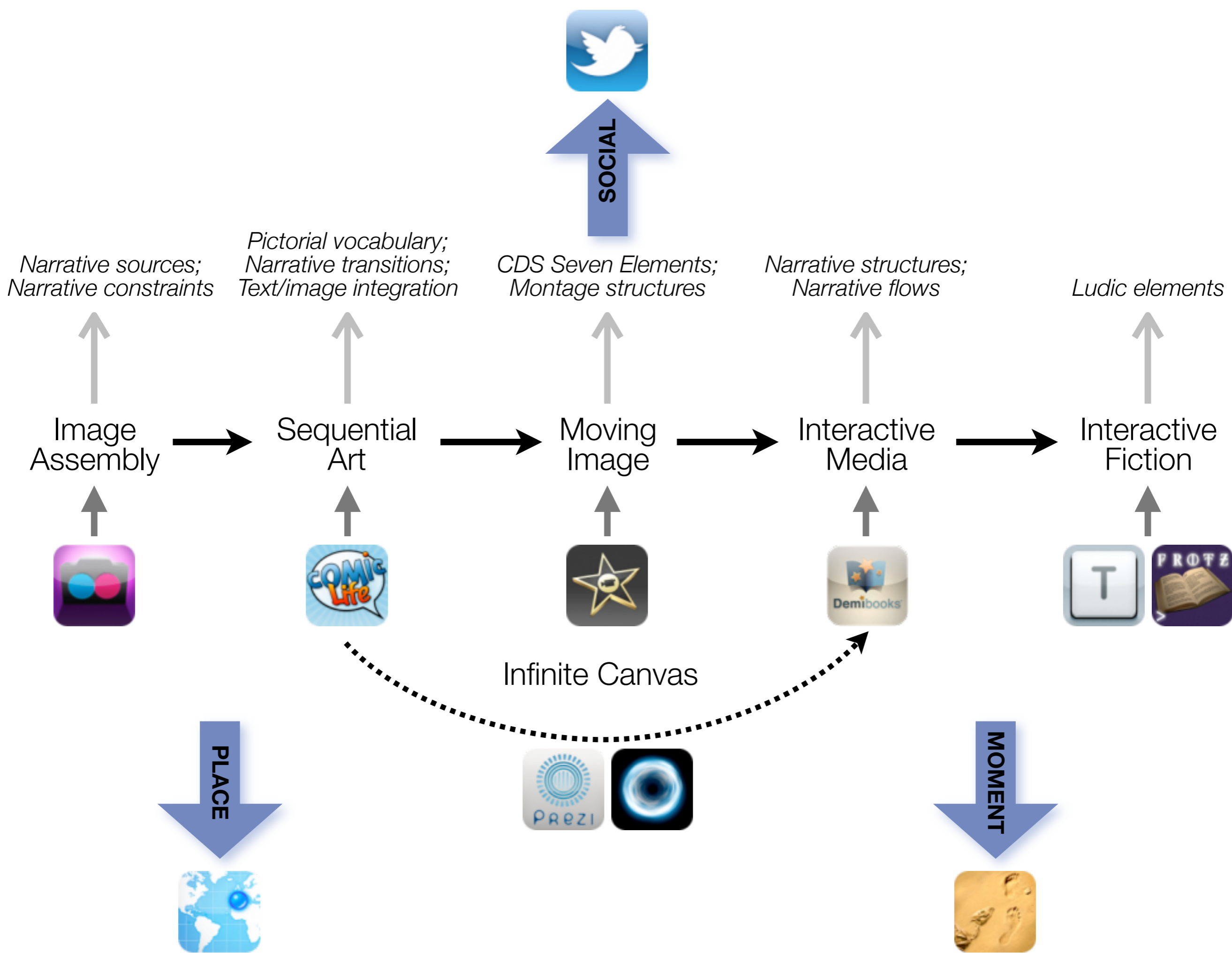
Play

Visualization and  
Simulation

Educational Gaming









Additional Resources



# Resources

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## The Underlying Metaphor:

- Vannevar Bush, “As We May Think”. *The Atlantic Monthly*. (July 1945) Online at: <http://www.theatlantic.com/magazine/archive/1969/12/as-we-may-think/3881/>
- Douglas C. Engelbart, *A Research Center for Augmenting Human Intellect*. (December 1968 live demo) Archived online at: <http://sloan.stanford.edu/mousesite/1968Demo.html>
- Alan Kay, “A Personal Computer for Children of All Ages”. *Proceedings of the ACM National Conference*. Boston (August 1972) Online at: <http://www.mprove.de/diplom/gui/Kay72a.pdf>
- Seymour Papert, “On Making a Theorem for a Child”. *Proceedings of the ACM National Conference*. Boston (August 1972) Online at: <http://portal.acm.org/citation.cfm?id=569942>

## SAMR and TPCK:

- Ruben R. Puentedura, *Transformation, Technology, and Education*. (2006) Online at: <http://hippasus.com/resources/tte/>
- Ruben R. Puentedura, *As We May Teach: Educational Technology, From Theory Into Practice*. (2009) Online at: <http://tinyurl.com/aswemayteach>
- *TPCK - Technological Pedagogical Content Knowledge*. (2008-2010) Online at: [http://www.tpck.org/tpck/index.php?title=Main\\_Page](http://www.tpck.org/tpck/index.php?title=Main_Page)
- AACTE (Eds.) *The Handbook of Technological Pedagogical Content Knowledge for Educators*. New York:Routledge, 2008.

## Digital Storytelling:

- Ruben R. Puentedura, “Digital Storytelling: An Alternative Instructional Approach”. *2008 NMC Summer Conference Proceedings*. (2008) Online at: <http://www.nmc.org/pdf/2008-Puentedura.pdf>
- Ruben R. Puentedura, “The Infinite Canvas Reloaded: Digital Storytelling, Webcomics, and Web 2.0”. *2009 NMC Summer Conference Proceedings*. (2010) Online at: <http://wp.nmc.org/proceedings2009/papers/infinite-canvas/>
- Ruben R. Puentedura, “Mapping the Digital Storytelling Domain: Notes for a Future Cartography”. *2010 NMC Symposium on New Media and Learning*. (2010) Online at: <http://www.nmc.org/preso/7724>

# Hippasus

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

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

Twitter: @rubenrp

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