Infusing Technology Into Your Instruction

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Personal Learning Goals for Today’s Session:

Self-Assessment of Current Level Of Technology Implementation In Your Classroom:
1 (novice) – 10 (tech master)

Current Technologies In Your Classroom:

Definition of Blended Learning:

Reactions to Blended Learning Video Clip:

How to Identify Blended Learning:
Control:
Student-Centric:
Time:

Concerns with Blended Learning Implementation:

The SAMR Model:
Substitution:
Augmentation:
Modification:
Redefinition:
Reactions to Student Developed SAMR Video Clip:

Examples of the SAMR Model Implementation:

The SAMR Model and Bloom’s Taxonomy Graphics:

Web 2.0 Tools for Your Classroom:

Tools You Have Tried:

Tools You Want To Implement:

Feedback From Round Table Discussion:

Online Resources:
Web Tools: http://webtools4u2use.wikispaces.com/?responseToken=04656e9a1e689e9bd26fe72e9a0f157327
Free Tech Tools: http://www.freetech4teachers.com
Personal SAMR Model Lesson Planning Template

Lesson Title:

Common Core or NGSS Standard Addressed:

Original Lesson Tasks/Activities:

<table>
<thead>
<tr>
<th>SAMR Levels Blooms and/or Webb’s DOK</th>
<th>Levels Defined</th>
<th>Ideas for student engagement during the lesson</th>
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</thead>
<tbody>
<tr>
<td>Redefinition</td>
<td>Technology allows for the creation of new tasks that were previously inconceivable. Student cognitive processes require increased level of Bloom’s or Webb’s DOK</td>
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<tr>
<td>Extended thinking</td>
<td><strong>Creating &amp; Evaluating</strong></td>
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<tr>
<td>Modification</td>
<td>Technology allows for significant task redesign. Student cognitive processes require an increased level of Bloom’s or Webb’s DOK</td>
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<tr>
<td>Strategic thinking</td>
<td><strong>Analyzing</strong></td>
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<td>Augmentation</td>
<td>Technology acts as direct tool substitute with functional improvement. Students must use the technology, but the work includes limited critical thinking on Bloom’s or Webb’s DOK.</td>
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<tr>
<td>Substitution</td>
<td>Technology acts as direct tool substitute with no functional improvement. Student work can be completed without the use of the technology. No significant change in the tasks students are being asked to complete.</td>
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You want to strive to the two higher levels of the SAMR Model