

TPCK and SAMR

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<http://tiny.cc/midcareer>

<http://jennyluca.wikispaces.com/TPACK+and+SAMR>

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[Teaching and Learning 2014 - Goals](#)

Problem of Practice: To what degree is our technology being used?

Agenda

- [Vision - What makes a master teacher?](#)
- [The Models - TPCK and SAMR](#)
- [Developing our comfort level](#)
- [Next steps and Takeaways](#)

Vision - What makes a master teacher?



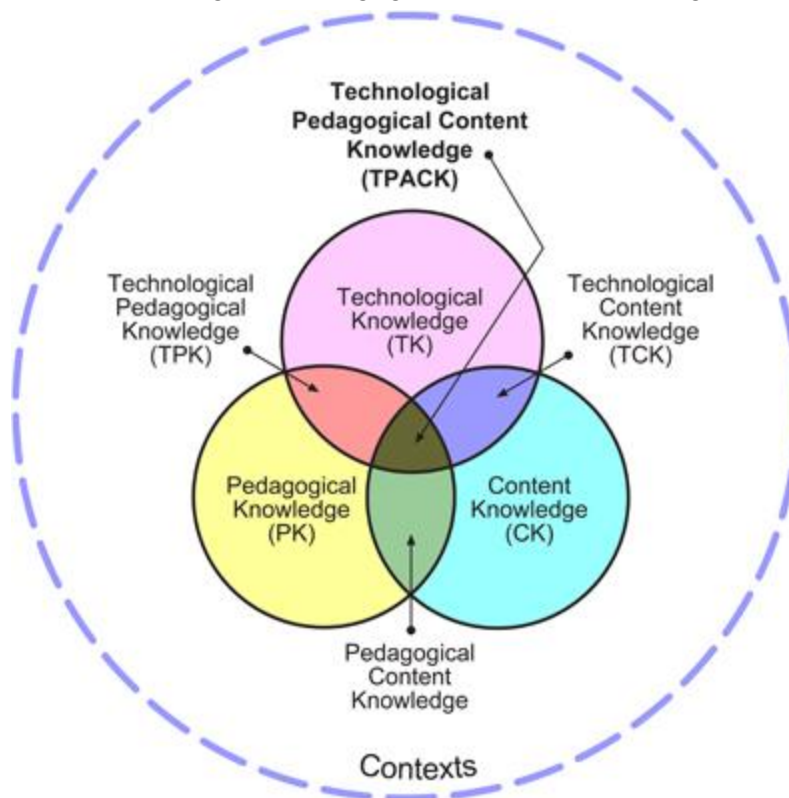
What skills, attributes and dispositions define a master teacher?

Let's start the process. In groups of 2-3, visit [this spreadsheet](#) and record your ideas. Stretch yourself to think "out-of-the-box." The paradigm of education today will not be the paradigm of education in 2014. What are your keywords? What do they look like in action? Record your ideas no matter how challenging your current situation.

The Models: TPCK and SAMR

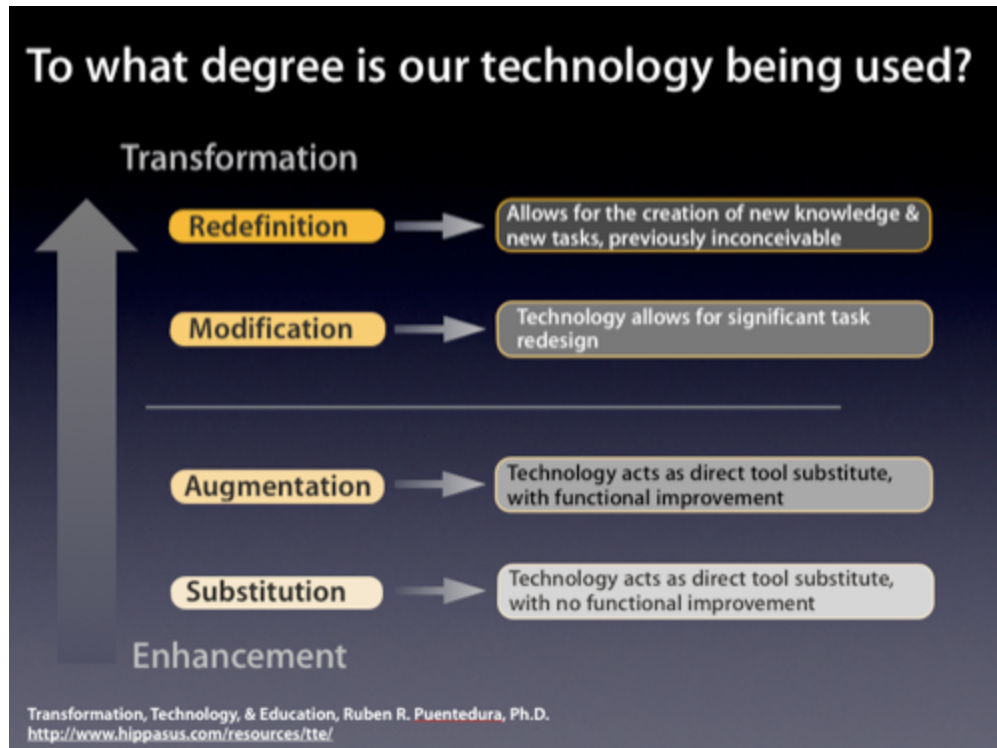
TPCK Model

(Technological, Pedagogical, Content Knowledge)



SAMR Model

(Substitution, Augmentation, Modification, Redefinition)



Watch the presentation on TPCK and SAMR by Ruben Puentedura:

[*TPCK and SAMR: Models for Enhancing Technology Integration*](#) (available for download in iTunes U).

During the presentation, record all questions that come to mind as you are viewing the presentation? Record your questions in the [Today's Meet chat](#).

What themes exist in our questions?

Developing Our Comfort Level:

Example 1: [Water Cycle Webquest](#)

Example 2: [Use of Skype](#) ([story](#))

In mixed groups of 3, visit the [Technology Integration Matix](#) or the [Arizona Technology Integration Matrix](#), choose a vignette and discuss the following:

- Where would you place the excerpt on the SAMR continuum? Why?
- How would you engage the teacher in a conversation about moving to the next level? How does TPCK help with this conversation?

Some deeper questions:

- Is the technology being used at the S/A or M/R levels of the model? Is the activity essentially analogous to a traditional learning activity (S/A), or does it present substantial transformation (M/R)?

- Is the technology tool suitable for working on all levels of the SAMR model, or is it constrained to a particular level?
- Are the technology tools well-suited to the task, or are there other choices that would either fit the task better, or allow for greater flexibility in using other levels of the SAMR model?
- How could the activity be modified or extended (including tool choice and use) in order to take the overall result to the next SAMR level?

Next Steps and Takeaways

- What have we done...? (process is important!)
 - Recognize and define the problem
 - Norm the leadership team to ensure we are having the same conversations with teachers
 - Provide training for teachers; reinforce through conversations
 - Incorporate into teacher evaluation systems

<http://youtu.be/l2sD3K3daq8>

Resources:

- [SAMR and TPCK resources](#) from [Ruben Puentedura's blog](#).
- More Puentedura presentations: [As We May Teach: Educational Technology. From Theory Into Practice](#)
- [TPCK Learning Activity Types Wiki](#)
- [Applying the SAMR Model to Google Tools](#) - what the different levels look like with the Falcon Apps tools
- [A series of blog posts](#) on SAMR by Silvia Rosenthal Tolisano on the [Langwitches](#) blog (best to read from the bottom post up).
- [Another series of blog posts](#) on SAMR by Maggie Hos-McGrane on the [Tech Transformation](#) blog.
- [YouTube video](#) about SAMR and another framework called [Boyer's Model of Scholarship](#). The video is narrated by [Doug Belshaw](#).
- Another [YouTube video](#) about SAMR.
- A [TPCK and SAMR wiki page](#), including videos about TPCK.