

Curriculum Corner

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A Model for Integration Technology and Instruction

As we further our integration of technology into instruction, we consider three aspects of this process. In addition to technology use per se, we must consider instructional practices and the content we are teaching.

In January, across all four schools, we presented a model developed by Dr. Reuben Puentedura that provides a method to see how technology can impact teaching and learning. The Substitution, Augmentation, Modification, Redefinition (SAMR) Model asks educators to reflect on current practices and how technology could impact these practices.

Below is an example that illustrates how SAMR might apply to students reading and responding to a particular text:

Substitution: Use of a word processor to type a response to literature

Augmentation: Use of the spelling, grammar check, etc. in the word processor to type a response to literature

Modification: Use of presentation software to create a slideshow that integrates video and sound in response to the text

Redefinition: Use of Skype to participate in an author talk where students pose literary questions developed after reading the text

This model is aligned with our strategic plan. The second goal focuses on fostering and creating a robust, rigorous curriculum that uses technology to improve instruction and prepare our students for college or careers. The entire 5-year strategic plan is located on the [Duxbury Public Schools home page](#).

SAMR



Substitution:

Technology is a replacement without any instructional changes

Augmentation:

Technology provides tools without instructional changes

Modification:

Technology allows for a change to instruction through a different product, process, etc.

Redefinition:

Technology allows new tasks and activities that were not previously possible