

Redefinition

Technology allows for the creation of new tasks, previously inconceivable.



What is the new task?
Will any portion of the old task remain?
How is the new task uniquely made possible by the new technology?

Modification

Technology allows for significant task redesign.



How is the original task being modified?
Does this modification fundamentally depend upon the new technology?

Augmentation

Technology acts as a direct tool substitute, with functional improvement.



Have I added an improvement to the task that could not be accomplished with the older technology?

Substitution

Technology acts as a direct tool substitute, with no functional change.

R



M



A



S

	English	Math	Science	Social Science	Any Subject
R	Students use video conferencing to perform and interpret scenes for students from a different school.	Use Mathematica to code an interactive simulation that allows a user to input coefficients for terms and then plots and solves the system.	Research valid sources to interview via Skype regarding structure design. Use various tools to design the structure. Construct a panel of experts in order to critique students' designs and submit these for analysis and feedback.	Create and produce period "documentaries" demonstrating the effects of industrialization on various social classes. Include acted-out "interviews" of historical figures.	Ignite student curiosity by slowing down and/or freezing a real-life situation, prompting students to explore what happens next.
M	Students work in groups to produce multimedia presentations about different characters.	Produce an animation that demonstrates how changing the terms of the linear equation affects the number of solutions.	Use an online tool to design a structure and submit for comments and discussion.	Produce a multimedia presentation that is hosted online, allowing for other students to critique and comment.	Create interactive videos that allow for differentiation of content as well as time.
A	The online text links to study guides, history sites, or dictionaries.	Use a calculator or computer to determine how to modify one term in the linear equation to produce a system with only one solution.	Include embedded materials and hyperlinks to referenced materials.	Use online tools to create a timeline, including videos and images.	Use video to "liven up" lecture.
S	Read an electronic text of the play on a tablet or eReader.	Solve the system of equations using a graphing calculator or computer.	Write a report on earthquakes using word processing tools.	Locate Industrial Revolution images to develop a timeline of events.	Record the lecture or demonstration as a replacement for live lecture.
Original task	Read and study <i>Romeo and Juliet</i>.	Find both solutions for a system of one linear and one quadratic equation.	Research earthquakes and how structures are designed to withstand shaking.	Research the Industrial Revolution.	Lecture to students.

Citations: Math example thanks to Brian Shay; Science and Social Science adapted from edofict.wikispaces.com/SAMR+Examples; "Any Subject" taken from www.alicekeeler.com/teachertech/2013/11/20/samr-model-video-by-sean-oneil/



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