

Week 10 - Frameworks for Assessing Technology Integration

Learning Objectives and Checklist

Learning objectives

- describe how frameworks like SAMR can be used to evaluate technology integration
- analyze how a tool supports (or limits) learning based on its pedagogical affordances
- evaluate a technology choice within your final unit

To-Do

- ☐ Review the Week 10 material below, including the SAMR links
- ☐ Complete the EcoGEM interactive simulation
- ☐ Participate in discussion, including response

Integrating Technology Tools

Over the past three weeks, you have explored how technology can support inquiry in different ways. You were structuring learning through storytelling and LfU, anchoring inquiry through shared contexts and scaffolds, and refining student understanding through iteration, simulations, and GEM cycles. Across these experiences, technology was not the goal, but rather it was used to:

1. make thinking visible
2. support knowledge construction
3. provide opportunities to revise and refine ideas

As critical educators, we must ask ourselves: How do we know if a tool is actually improving learning?

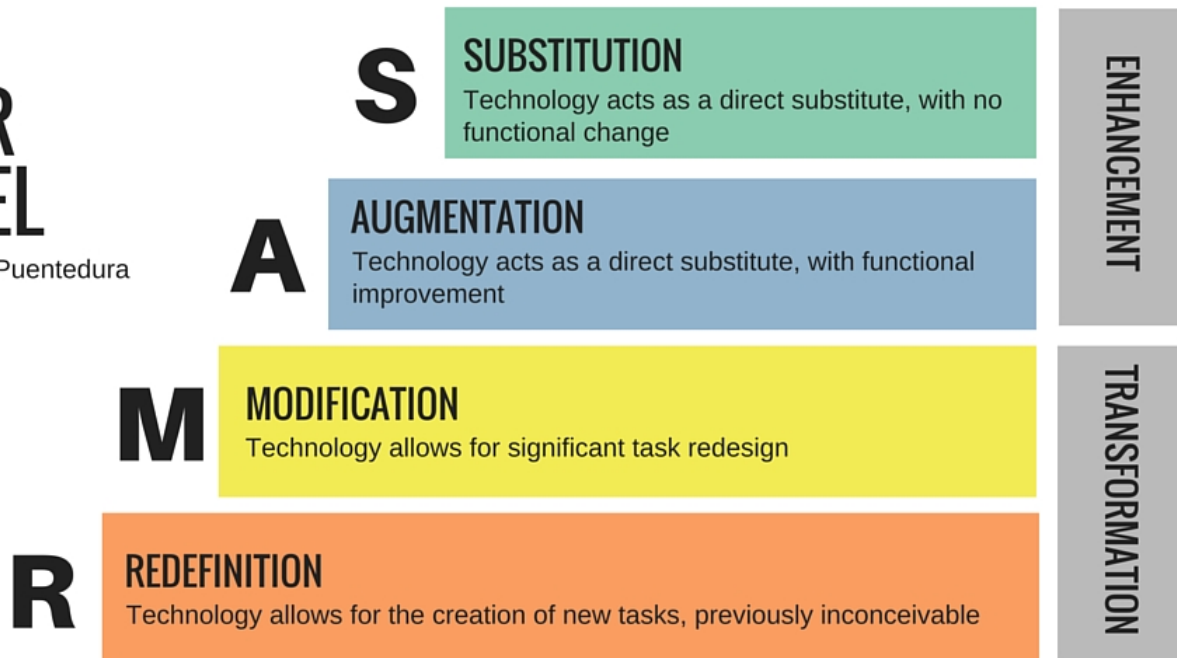
Evaluating Technology Use

Technology integration is more than just implementing a tool. It is about how it shapes the learning experience. In some cases, a digital tool may replace an existing task without changing what

students are actually doing. In others, it may allow students to approach a problem in a new way, interact with ideas differently, or make their thinking visible in ways that would not otherwise be possible.

THE SAMR MODEL

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The SAMR model

Note. From *The SAMR model*, by R. R. Puentedura, n.d., Wikimedia Commons

(https://commons.wikimedia.org/wiki/File:The_SAMR_Model.jpg)
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One framework to think about this is through the SAMR model. SAMR describes technology use along a continuum, from substitution, where a tool replaces a traditional task, to redefinition, where technology enables new forms of learning that would be difficult to achieve otherwise. Rather than treating SAMR as a checklist, it can be more useful to think of it as a way of reflecting on how a tool is functioning within a learning experience. The goal is not to reach the highest level in every case, but to make intentional decisions about when a tool is actually enhancing learning.



You should stop and explore examples through the [PowerSchool SAMR guide](https://www.powerschool.com/blog/samr-model-a-practical-guide-for-k-12-classroom-technology-integration/)

(<https://www.powerschool.com/blog/samr-model-a-practical-guide-for-k-12-classroom-technology-integration/>) or the [Taylor Institute SAMR and TPACK resource](https://taylorinstitute.ucalgary.ca/resources/SAMR-TPACK)
(<https://taylorinstitute.ucalgary.ca/resources/SAMR-TPACK>).

Connecting Back to This Module

The tools explored in this module can operate at different levels depending on how they are used. A StoryMap might simply present information, or it might structure an inquiry that unfolds over time. An

anchored case study could either guide students through a fixed pathway or invite them to investigate and interpret a complex problem. A simulation might be used to demonstrate a concept, or it might allow students to test ideas, compare outcomes, and revise their thinking. The difference is not the tool itself, but how it is integrated into the learning design.

Micro-task 3

For this final micro-task task, return to your developing unit and select one technology you plan to use. It might even be one that you have been working on or thinking about during this module.

Briefly describe the learning experience and how the tool is being used within it. Then consider where this use might fall within the SAMR model, and explain your reasoning. As part of this reflection, think about whether the tool is simply supporting an existing task or whether it is allowing students to engage with the learning in a different or more meaningful way. If appropriate, you may also consider how the task could be adjusted to better take advantage of the tool's affordances. The goal is not to classify your lesson, but to demonstrate that your use of technology is intentional, justified, and connected to the learning.

You will be able to use this reflection in your final unit justification. The task is due at the end of Week 10.