

Transforming Student Consumers into Student Creators



Thanks for listening!

Ashley Tuttle

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Learning Objectives

- Define the SAMR model
- Gain a greater understanding of how the SAMR model provides an examination of technology integration in your classroom.
- SAMR Connects Educational theory to practice- having students engage in all areas of higher order of cognitive thinking- Blooms Taxonomy
- Provide real instructional practices on how to implement both SAMR and PBL in your classroom- set student tasks, assessments and technology tools.
- Define Digital Workflow and the role it plays in the support of a student-centered classroom.

Meet the Creator-
Dr. Ruben R. Puentedura



What is SAMR model?

Dr. Ruben R. Puentedura



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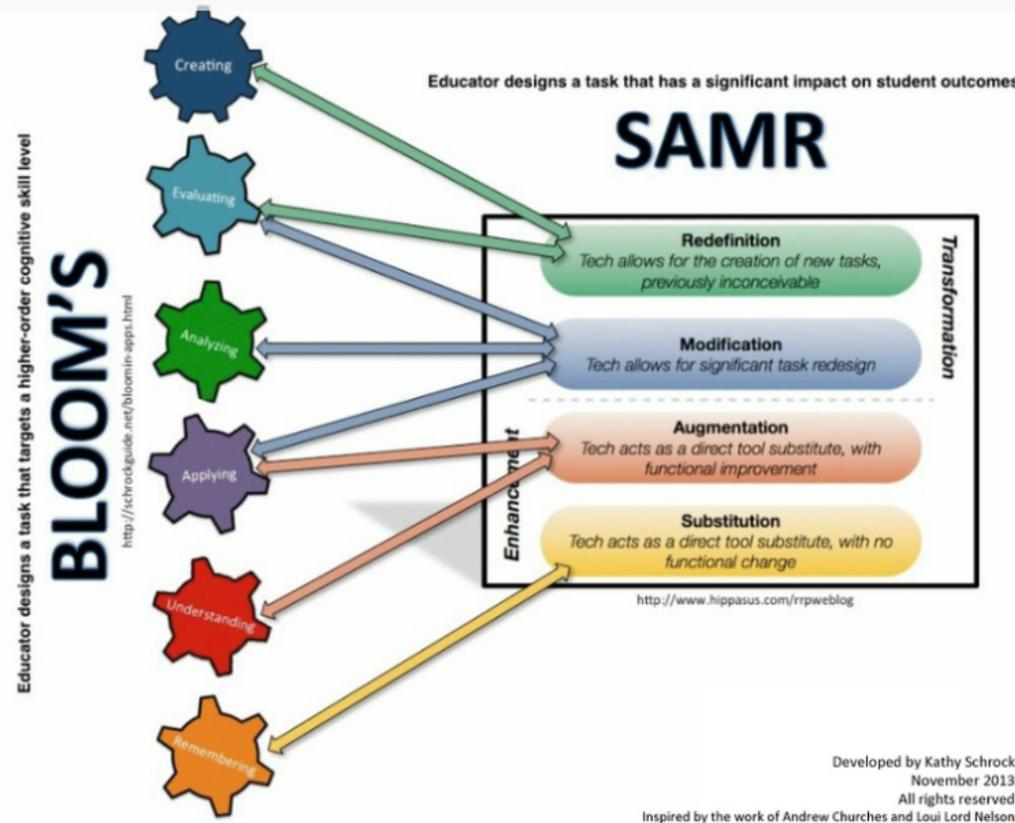
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Kathy Schrock- SAMR & BLOOM



Educator designs a task that targets a higher-order cognitive skill level

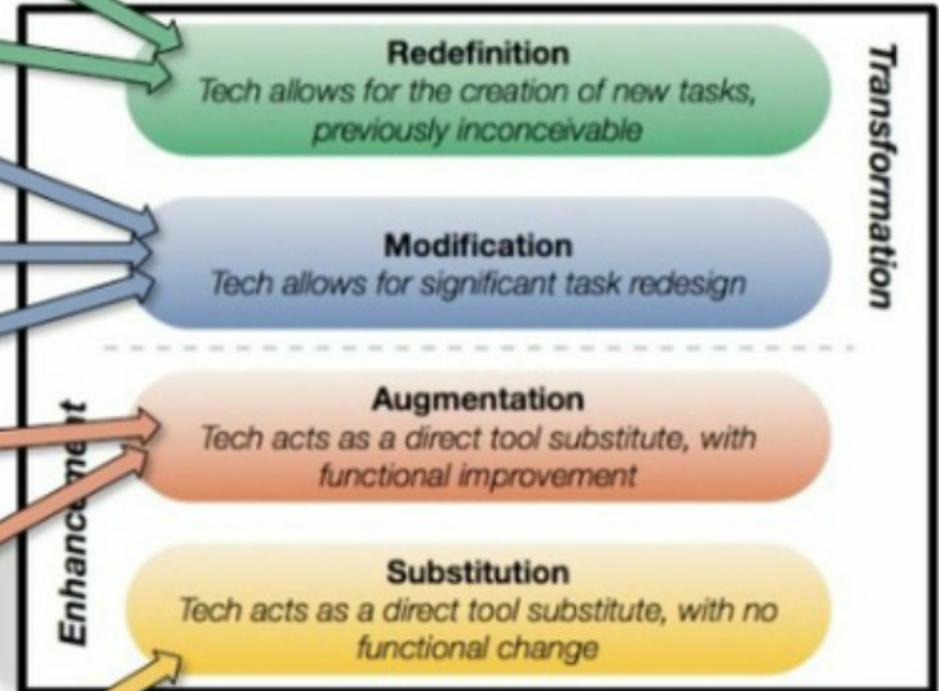
BLOOM'S

<http://schrockguide.net/bloom-in-apps.html>



Educator designs a task that has a significant impact on student outcomes

SAMR



<http://www.hippasus.com/rrpweblog>

Developed by Kathy Schrock

November 2013

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Inspired by the work of Andrew Churches and Loui Lord Nelson

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**SAMR: "A continual re-examination of
practice to make the best possible
use of technology"**

-Ruben Puentedura

Getting Started...

SAMR: "A continual re-examination of practice to make the best possible use of technology"

-Ruben Puentedura

- Start with your Lesson Objectives:

Essential Question: What were the most important achievements of the Mesopotamian empires?

Unit Learning Objective: What was life like in Mesopotamia?

Writing a Children's Story about life in a Mesopotamia Empire.

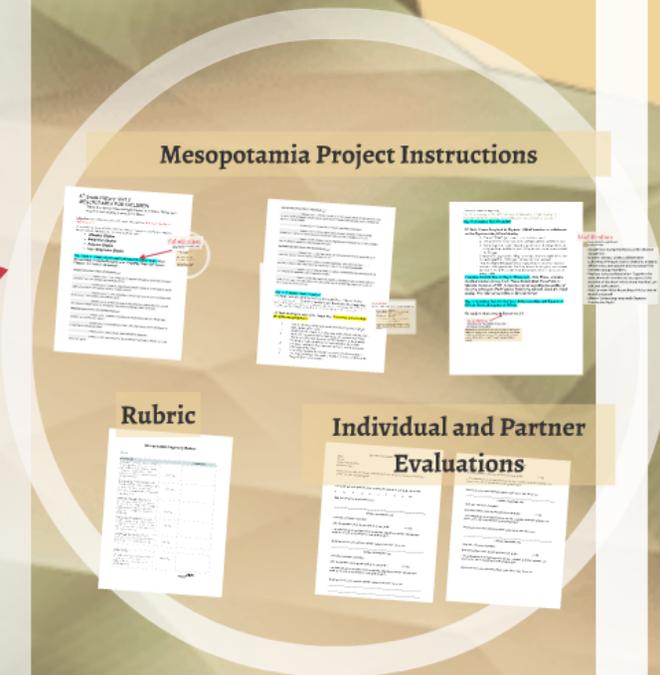
Day 1:

Setting up student groups in order to assign student research roles.

-Assign students to groups- Using Showbie Groups

-Assign Individual Research Roles

Find 2-3 Articles about your research topic using the library databases. Compile your individual research in Notability.



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Mesopotamia Project Instructions

**6th Grade History-Unit 2
MESOPOTAMIA FOR CHILDREN**
Taking the story of Mesopotamia through 70 children. Taking your research and creating a story for children

Objective: Your children's story will answer 100 questions: **What was Mes. like in Mesopotamia?**
You and your partners will plan a story for the children based on one of the four eras of the Sumer, Akkadian, Babylonian, or Assyrian Empire.

- Akkadian Empire
- Babylonian Empire
- Assyrian Empire
- New-Babylonian Empire

Part 1 and 2: Create Characters and Research Mesopotamian Kings
Researching: Complete Research and create a Story Page with Source

Substitution

Part 3: Create Storybook in Keynote
Add all members to collaborate on the Keynote using iCloud sharing

1. Create a Title Page: Choose the era you are working on.
2. Add words from your research in the Keynote like a children's book.
3. Use a page from your research to create an illustration for each slide in the story page like a children's book. (Storybook on a tablet or on a computer)

Part 4: Complete Task 4C
Add all members to Google Google Doc: Take 10-15 minutes to complete every research for the Google Doc. You have 10-15 minutes to complete every research for the Google Doc. You have 10-15 minutes to complete every research for the Google Doc.

Part 5: Complete Task 4D
Working together in the Google Doc: Your story will include the following questions:

1. You are writing a historical fiction about a young girl who is living in the Mesopotamia.
2. She lives in the Akkadian Empire and lives in a city that has the Sumerian Empire. She lives in a city that has the Sumerian Empire. She lives in a city that has the Sumerian Empire.
3. She lives in a city that has the Sumerian Empire. She lives in a city that has the Sumerian Empire. She lives in a city that has the Sumerian Empire.
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6. She lives in a city that has the Sumerian Empire. She lives in a city that has the Sumerian Empire. She lives in a city that has the Sumerian Empire.

Part 6: Complete Task 4E
Keynote Storybook in Keynote

Part 7: Complete Task 4F
Keynote Storybook in Keynote

Part 8: Complete Task 4G
Keynote Storybook in Keynote

Part 9: Complete Task 4H
Keynote Storybook in Keynote

Part 10: Complete Task 4I
Keynote Storybook in Keynote

Part 11: Complete Task 4J
Keynote Storybook in Keynote

Part 12: Complete Task 4K
Keynote Storybook in Keynote

Part 13: Complete Task 4L
Keynote Storybook in Keynote

Part 14: Complete Task 4M
Keynote Storybook in Keynote

Part 15: Complete Task 4N
Keynote Storybook in Keynote

Part 16: Complete Task 4O
Keynote Storybook in Keynote

Part 17: Complete Task 4P
Keynote Storybook in Keynote

Part 18: Complete Task 4Q
Keynote Storybook in Keynote

Part 19: Complete Task 4R
Keynote Storybook in Keynote

Part 20: Complete Task 4S
Keynote Storybook in Keynote

Part 21: Complete Task 4T
Keynote Storybook in Keynote

Part 22: Complete Task 4U
Keynote Storybook in Keynote

Part 23: Complete Task 4V
Keynote Storybook in Keynote

Part 24: Complete Task 4W
Keynote Storybook in Keynote

Part 25: Complete Task 4X
Keynote Storybook in Keynote

Part 26: Complete Task 4Y
Keynote Storybook in Keynote

Part 27: Complete Task 4Z
Keynote Storybook in Keynote

Modification

- Google Doc: Completed Story within Shared Google Doc
- Storyboard: Collaborative storyboard collecting of images, source citations, a way to effectively communicate and exchange ideas between group members.
- Keynote: Shared Collaboration: Together the teachers of all members to be a part of the creation of the book where every member can edit and add content.
- iPad Camera: Video recording of Voice over of story being read.
- Machine: Connecting voice with Keynote.
- Finalize the book!

Rubric

Mesopotamia Digstory Rubric

Criteria	Comments
1. Character: The main character is clearly and accurately described in terms of name, age, gender, and appearance. The character's role in the story is clearly defined.	0-2 Points
2. Setting: The setting is clearly and accurately described in terms of time and place. The setting is clearly defined and contributes to the story.	0-2 Points
3. Quantity: The quantity of the main character is clearly and accurately described in terms of number and type. The quantity is clearly defined and contributes to the story.	0-2 Points
4. Quantity: The quantity of the main character is clearly and accurately described in terms of number and type. The quantity is clearly defined and contributes to the story.	0-2 Points
5. Quantity: The quantity of the main character is clearly and accurately described in terms of number and type. The quantity is clearly defined and contributes to the story.	0-2 Points
6. Quantity: The quantity of the main character is clearly and accurately described in terms of number and type. The quantity is clearly defined and contributes to the story.	0-2 Points

____/40

Individual and Partner Evaluations

Individual Evaluation

Name: _____

Partner: _____

Partner's Name: _____

Partner's Role: _____

Partner's Contribution: _____

Partner's Feedback: _____

Partner's Rating: _____

Partner's Comments: _____

Partner's Signature: _____

Partner's Date: _____

Partner Evaluation

Name: _____

Partner: _____

Partner's Name: _____

Partner's Role: _____

Partner's Contribution: _____

Partner's Feedback: _____

Partner's Rating: _____

Partner's Comments: _____

Partner's Signature: _____

Partner's Date: _____

6th Grade History- Unit 2

MESOPOTAMIA FOR CHILDREN

Telling the story of a Mesopotamian Empire to children. Taking your research and creating a story for children

Objective: Your Children's Story will answer this question: **What was life like in Mesopotamia?**

You and your partners will plan a story for children based on one of the four empires the five topics in Mesopotamia. Your story will document:

- **Akkadian Empire**
- **Babylonian Empire**
- **Assyrian Empire**
- **Neo-Babylonian Empire**

Day 1 and 2: Assign Groups and Individual Research Roles. Begin Researching- Compile Research onto Notability Page with Source Citation. 2-3 Sources Required!

Akkadian Empire (About 2300-2100 B.C.) Group ____:

_____ Research Topic 1: Rise of the worlds first empire- The Akkadian Empire and King Sargon I- research his political strategies and how he kept control

_____ Research Topic 2: Akkadian Army and War strategies, The capital of the Akkadian Empire- Agade. Show a Map of the Akkadian Empire at its height of control

_____ Research Topic 3: Cultural Achievements: "Victory Stele" relief sculptors on carved stones called "stele." Role of Women in the Akkadian Empire

_____ Research Topic 4: Research the Akkadians adopted religion and system of writing from the Sumerians: research the Fall of the Akkadian Empire and how they went back to city-states.

Babylonian Empire (About 1792-1595 B.C.) Group ____:

_____ Research Topic 1: Research- King Hammurabi and how he united all of Mesopotamia, Research Life in the capital of Babylon

_____ Research Topic 2: King Hammurabi-Code of Laws: importance, purpose, implementation in the community, example of codes.

_____ Research Topic 3: Babylonian god, Marduk created by Hammurabi,

_____ Research Topic 4: Babylonian postal service, merchants and trade in Babylon. Fall of the Babylonian Empire.

Substitution

Tech acts as a direct tool substitute, with no functional change

Assignment Example of Substitution:

Using Online Databases for Research instead of Print Text.

Using Notability to compile research instead of paper.

ne four empires

Substitution

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*Source***

6th Grade History- Unit 2 MESOPOTAMIA FOR CHILDREN

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Using Online Databases for Research instead of Print Text.

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Topic 2: Reign of King Nebuchadnezzar II and Babylonian Captivity- Jew captured in Babylon. Map of Neo-Babylonian Empire (About 600 B.C.E. to show conquered areas.

Research Topic 3: "Hanging Gardens of Babylon"-Advanced engineering and architecture. Also Research their advanced irrigation and canal systems.

Research Topic 4: Neo-Babylonian Advances in Mathematics and Astronomy. Inventions: "Sundial"- tells time. Life in Neo-Babylonia: You choose two topics to research Neo-Babylonian Culture: Art, Music, Religion or Social Structure.

Day 3: Complete Task #1 and #2

#1 Task: Add all members to Group Google Doc- Title it- Life in _____ (Title of Empire) _____ Empire. **Combine Your Research in the Google Doc,** Include 7-10 bullet points about your research topic that you think is essential to include on how life was like in Mesopotamia. Be sure to include information from your topic.

#2 Task: Writing the story in the Google Doc- *Your story must include the following guidelines-*

1. You are writing a historical non-fiction about a young boy/girl living within your empire.
2. Write from the child's perspective and point of view of his/her life.
3. Do not use big words that a child of age of 5 cannot understand. Simple is best! Think about terms that should be defined within the story or replaced with terms understandable for a child.
4. Everyone must write their own part of their research and include it throughout the story.
5. Your story should not sound like a report or a historical text.
6. The boy/girl living in the empire...

Augment

Tech acts as a d

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Students

own indiv

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Students

research i

Students

a children

previousl

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Assignment Example of Augmentation:

Students collaborate on a shared Doc- everyone inputs their own individual research by choosing 7-10 points of information to include in the story.

Students can insert comments and annotate other students research information in order to help fill gaps.

Students begin collaborating on shared Doc and begin writing a children's story using the combined research points collected previously

Day 4 :Complete Task #3 and #4

#3 Task: Create Storybook in Keynote- Add all members to collaborate on the Keynote using iCloud sharing.

1. Create a Title Page: Example: “Life in the Akkadian Empire”
 2. All words from story must be in the Keynote like a children’s book.
 3. Every page must have a picture to go with what is being said in the story just like a children’s book. (Easybib.com to create works cited for images)
- Everyone in the group is adding a comment of works cited information in the Google Doc. All images and research must be cited.
- The last slide will include all works cited information from research sources and image sources. Use Easybib.com for image or book source citations. Library Databases provide source citations at the bottom of every article.

Complete Task #4 Due on Day 5: Homework- Take Home- complete the final touches of story book. Please Submit final PowerPoint to Showbie Group as a PDF. Assign the role of recording the reading of the story using your iPad Camera. Read story allowed, check for sound quality. Post video of recording to Showbie Group.

Day 5: Complete Task #5: In Class- Bring recording and Keynote to iMovie- Put it all together to iMovie

Modification

Tech allows for significant task redesign

- **Google Doc- Completed Story within Shared Google Doc**
- **Showbie Groups- allows collaboration collecting of images, source citations, a way to effectively communicate and exchange files between group members.**
- **Keynote iCloud collaboration- Together the tech allows all members to be a part of the creation of the book where every member can edit and add content.**
- **iPad Camera- Video Recording of Voice over of story being read**
- **iMovie- Connecting voice with Keynote- Finalize the Book!**

Day 5: Complete Task #5: In Class- Bring recordings to iMovie- Put it all together to iMovie

Be ready to share story in Seesaw on 5/6.

Redefinition



Tech allows for the creation of new task,
previously inconceivable

Students share their children's story with the class through Seesaw application. Students write comments on each others story finding similarities and differences between life in the four Mesopotamia empires. Students share projects through Seesaw or Padlet to parents.

Evaluations

Individual Assessment Form

Partners Assessment Form

Name: _____
Period: _____
Showbie Group Name: _____
Research Topic: _____

First and Last Name of partner: _____

Rate this partner based on participation in your group: _____ (1-10)

Please describe and list all your contributions to this project. (The more details the better for your individual grade)

List Contributions (do not put research) and any comments about this individual you would like to add as it pertains to your group project:

How would you rate yourself based on your participation in your group: Circle One

1 2 3 4 5 6 7 8 9 10

Why did you give yourself that score?

Would you like to work with this partner again? Circle One: Yes or No

Partners Assessment Form

First and Last Name of partner: _____

Rate this partner based on participation in your group: _____ (1-10)

List Contributions (do not put research) and any comments about this individual you would like to add as it pertains to your group project:

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DIGITAL TOOLS TO CONSIDER...

Real-Time Collaboration Applications:

- Google Docs
- Showbie Groups
(File sharing/direct communication)
- Keynote
(Presentation)
- Explain Everything
(Presentations)



Sharing with your Community Applications :

- Seesaw
- Padlet
- Showbie
- Twitter
- Facebook
- Blog



How to consider and evaluate what apps to use...



Real-Time Collaboration Applications:

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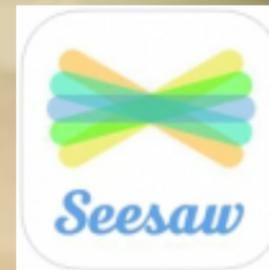


showbie



Sharing with your Community Applications :

Seesaw
Padlet
Showbie
Twitter
Facebook
Blog



padlet



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Tutorials for Showbie makemoremusic ltd

\$2.99



Details Reviews Related

Twenty tutorial videos totalling over 60 minutes, with supporting PDFs take you from the basics of logging into Showbie, creating classes and assignments through to adding content, marking and grading work, giving feedback as well as providing video tutorials on some essential workflows.

- Video 1 - Why Showbie?
- Video 2 - Creating accounts
- Video 3 - Creating a class and adding students
- Video 4 - Creating assignments and adding content
- Video 5 - Annotating images
- Video 6 - Showbie and video files
- Video 7 - Showbie, PDF files and the paperless classroom
- Video 8 - Moving files from Showbie to iPad
- Video 9 - Quick Marking
- Video 10 - Accessing Google Drive, One Drive and Dropbox within Showbie
- Video 11 - Showbie and Book Creator
- Video 12 - Adding Teachers
- Video 13 - Next steps 1
- file rename and deletion, URLs, Archiving, renaming and copying classes, Archiving, renaming and copying assignments.
- Video 14 - Next steps 2
- Student passwords and log ins, Account settings.
- Video 15 - Portfolio
- Video 16 - Meet the parents
- Video 17 - Groups
- Video 18 - Showbie and Party Years and SPN classes
- Video 19 - Showbie free and Showbie Pro
- Video 20 - iPad Pro



Workflows and Lesson Ideas for Showbie makemoremusic ltd

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Officially endorsed by Showbie, workflows and lesson ideas for Showbie contains videos and PDF files full of ideas for maximising your use of Showbie in the classroom.

Fifteen tutorial videos totalling over 60 minutes, with supporting PDFs

This is one of two apps focusing on how to get the most from Showbie in your classroom. The partner app Tutorials for Showbie is also available on the app store.

- Video 1 - Introduction and overview
- Video 2 - Essential Workflow 1
- Freeing up space on student iPads
- Backing up image and video files
- Video 3 - Essential Workflow 2
- Showbie's built in feedback tools for images and PDFs
- Video 4 - Showbie and Pallet
- Video 5 - Showbie and Explain Everything Projects
- Video 6 - Showbie and Google Apps For Education
- Video 7 - Showbie and Book Creator
- Video 8 - Showbie and The Flipped Classroom
- Video 9 - Showbie and Music Lessons
- Video 10 - Showbie and reading
- Video 11 - Timed assessment and assignment locking
- Video 12 - Showbie and Nearpod
- Video 13 - Showbie and Bookwizards
- Video 14 - Showbie and formative assessment tools
- Video 15 - Tutorial for Showbie overview



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Details

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Video 15 Portfolio

Video 16 Meet the parents

Video 17 Groups

Video 18 Showbie and Early Years and SEN classes



Workflows and Lesson Ideas for Showbie 4+

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Details

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Video 9 Showbie and Music Lessons

Video 10 Showbie and reading

Video 11 Timed assessment and assignment locking

Video 12 Showbie and Nearpod

Video 13 Showbie and Bookwidgets

Video 14 Showbie and formative assessment tools

Video 15 Tutorials for Showbie overview

How to consider and evaluate what apps to use...

Purpose of Tool

Digital Tool Evaluation: Purpose of the Digital Tool

- How does the tool support the course content?
- Does the resource support Bloom's Taxonomy of Learning Domains-Remembering, Understanding, Analyzing, Applying, Evaluating and Creating?
- Does the resource support the SAMR model: Substitution, Augmentation, Modification and Redefinition?

Workflow

Digital Tool Evaluation: Considerations Workflow of the Digital Tool

- Does the resource support smooth transitions from research, to organization, to creativity to sharing?
- Does the resource allow the user to import information?
- Where is the information or file saved? How does the user get the information out?
- Can it be exported, linked, embedded, or printed?

Ease of Use

Digital Tool Evaluation: Considerations Ease of Use

- Does the resource sync with other digital tools?
- Does this tool allow for real time collaboration?
- Can students navigate the resource easily?

Management

Digital Tool Evaluation: Considerations Management

- Does the resource provide a teacher and student account?
- Can the teacher manage student accounts?
- Does the resource allow for differentiation and/or personalization to meet the students needs?

Paid vs. Free

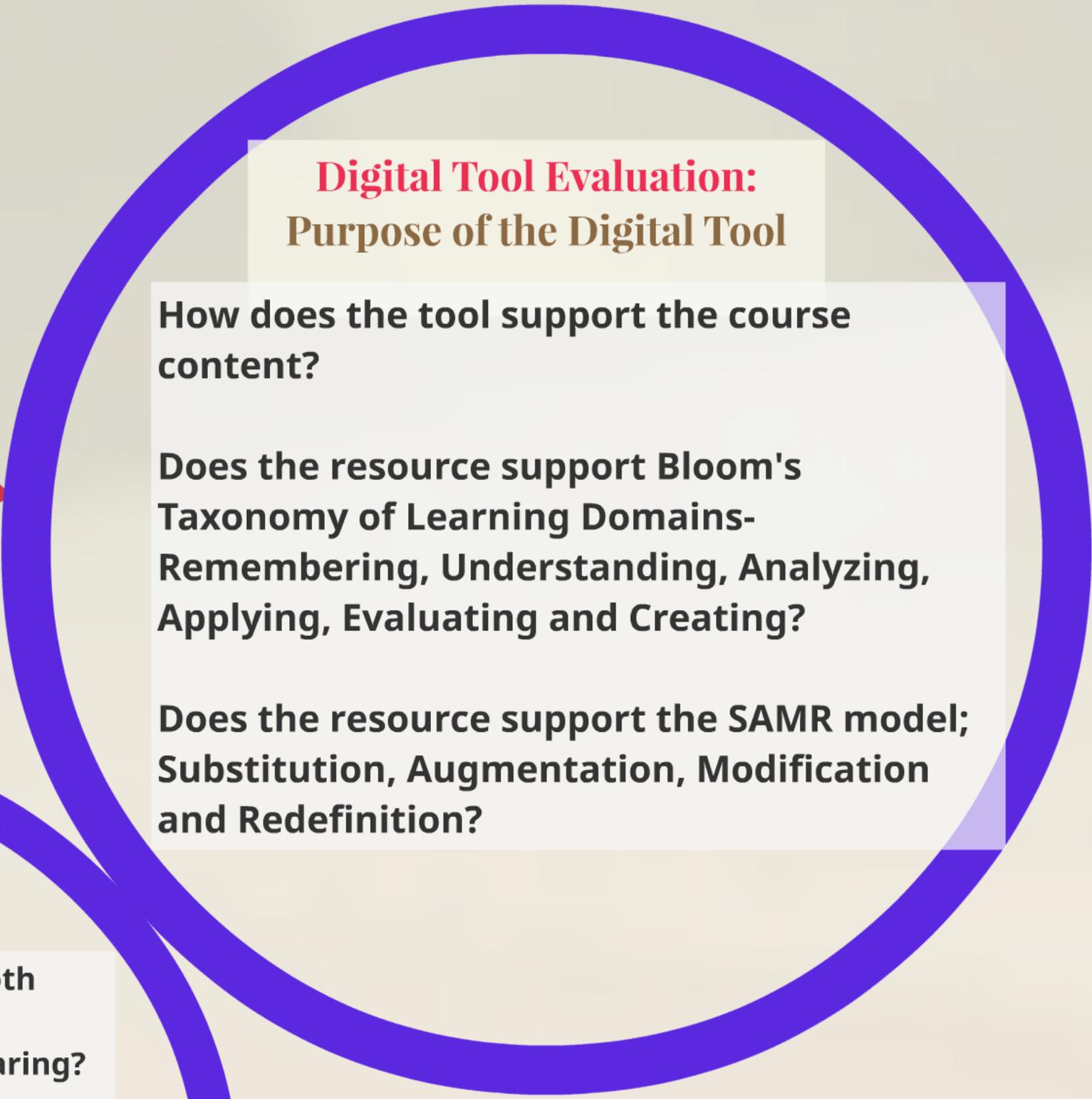
Digital Tool Evaluation: Paid vs. Free

- What tools are provided to the user through a free account compared to the paid account?
- Is there advertising?
- What are the privacy settings?
- Are there additional costs after using the resource? (in app purchases needed)
- What is the rating of this application? Check approval by your department and talk to IT.

Saved Information

Digital Tool Evaluation: Considerations Saved Information

- What student information is being saved?
- Is student work being saved automatically?
- Is data being saved?
- How will the teacher and student retrieve the saved information?



**Digital Tool Evaluation:
Purpose of the Digital Tool**

How does the tool support the course content?

Does the resource support Bloom's Taxonomy of Learning Domains- Remembering, Understanding, Analyzing, Applying, Evaluating and Creating?

Does the resource support the SAMR model; Substitution, Augmentation, Modification and Redefinition?

**Evaluation:
Questions
Purpose of the Digital Tool**

**support smooth
search, to
creativity to sharing?**

Substitution, A
and Redefinit

Digital Tool Evaluation: Considerations

Workflow of the Digital Tool

Does the resource support smooth transitions from research, to organization, to creativity to sharing?

Does the resource allow the user to import information?

**Where is the information or file saved?
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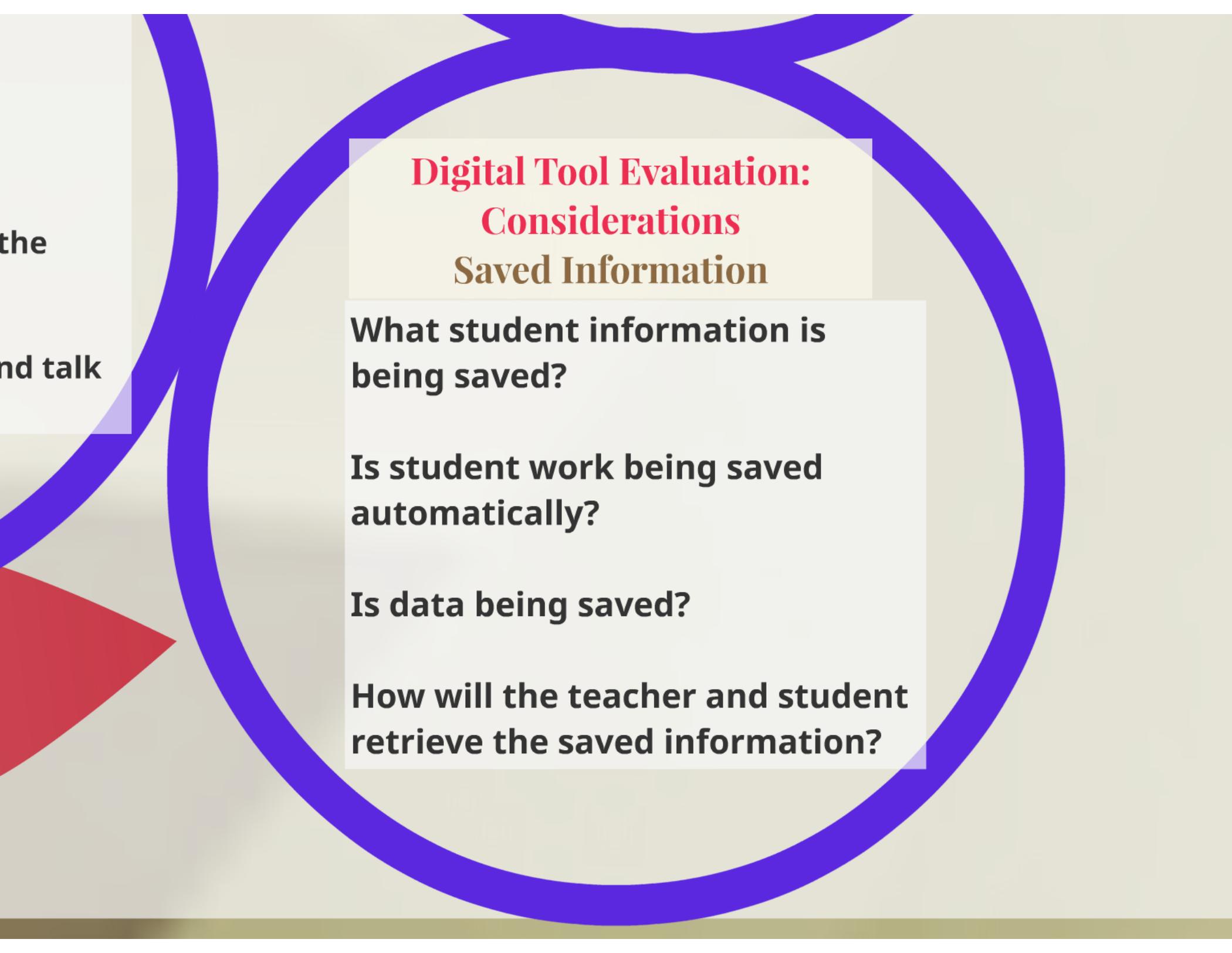
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Is data being saved?

How will the teacher and student retrieve the saved information?

6th Grade Project Examples

Mesopotamia Children's Story



Egypt's Social Class Rap Government Official



Group Project: Modern Day Graffiti vs. Cave Art



Sources and Credit

David Hayward - Technology
Integration Coach and Mentor

Kathy Schrock

[http://www.schrockguide.net/
samr.html](http://www.schrockguide.net/samr.html)

<http://www.schrockguide.net/>

Creator of SAMR

Dr. Ruben R. Puentedura

<http://hippasus.com/blog/>

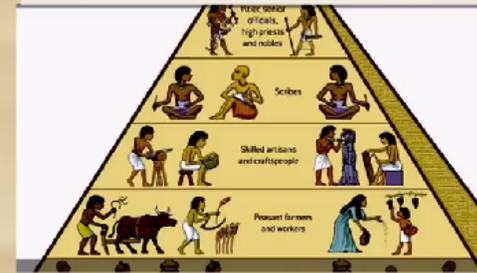
Lesson Plan Ideas and Project Ideas:
Teacherspayteachers.com

6th Grade Project Examples

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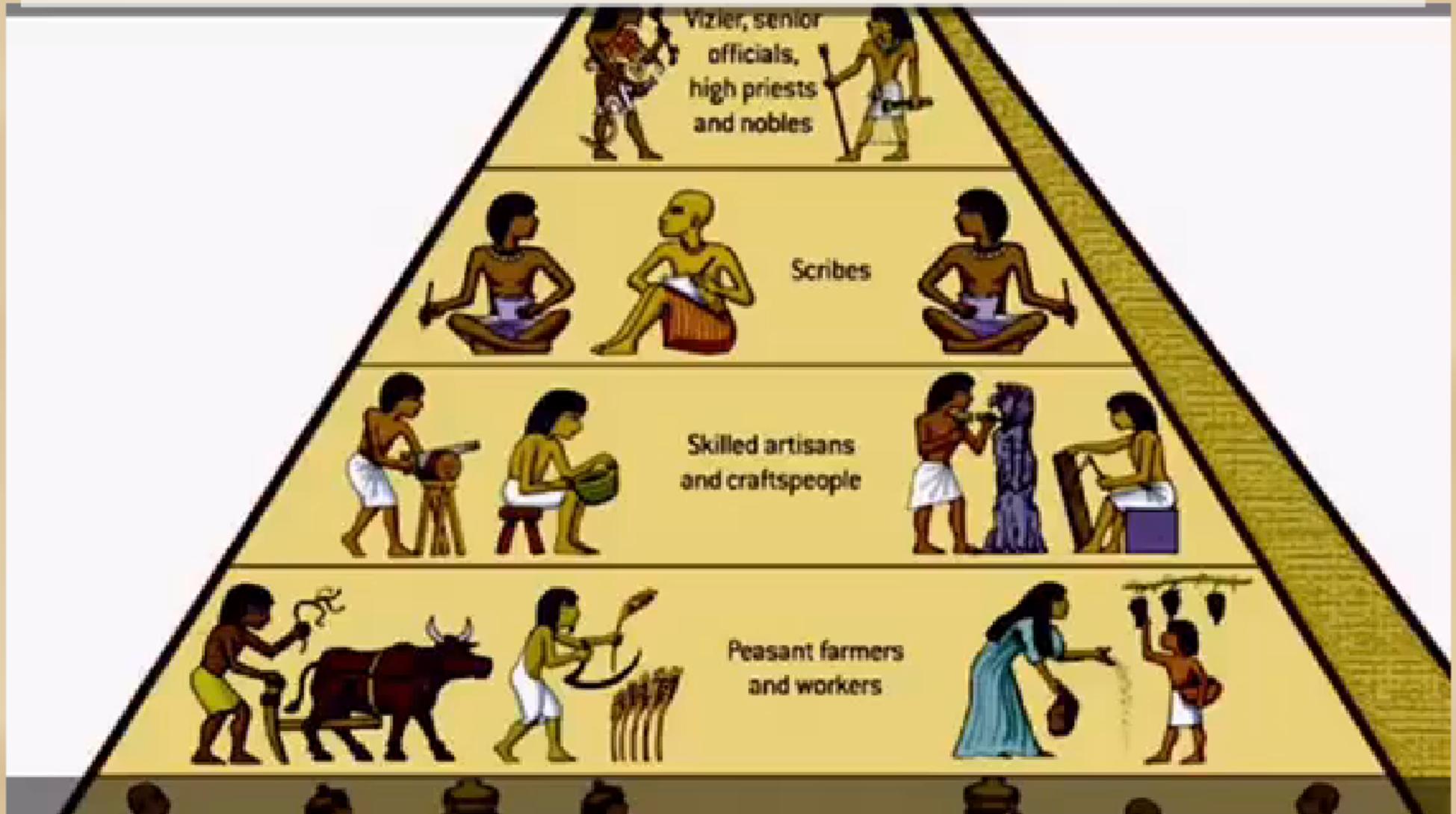
Mesopotamia Children's Story

Babylon Adventures: The Hammurabi Age

By: Lauren Kong, Noelle Martinez, and Zoe
Campagna

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S

Thanks for listening!

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Transforming Student Consumers into Student Creators



Thanks for listening!

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