



## SAMR Model Case Studies

For each of these situations, identify whether technology is used as a Substitution (S), Augmentation (A), Modification (M) or Redefinition (R) of the original activities.

1. After reading an article, students are asked short-answer questions to verify their understanding. This questionnaire will now move to an online form (ex: *Microsoft Forms*) that give students feedback when they submit their answers.

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2. When teaching the Side-Angle-Side (SAS) theorem in mathematics, the teacher trades the drawings on the board for the use a math app (ex: *Geogebra*) demonstrate the proof and lets students discover through this interactive model.

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3. In their arts class, students learn about different framing compositions by cropping and adding perspective blurs to a picture using a photo editing software (ex: *GIMP*).

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4. For their next lab report, students will have the option to write down and illustrate their observations or to make a video to show and explain.

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5. In their physical education and health class, students record their attempts at the one foot high kick game and view them in slow motion with a partner, discussing how they obtained the best results.

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6. Students' work samples were usually collected in a binder. This portfolio will now be stored in a file, shared with the teacher, allowing students to include a wider variety of medias, including pictures, recordings, etc.

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7. This year, students' research on another community will take the form of a digital scrapbook where they will be encouraged to include multimedia content including interviews with people from these communities.

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8. Instead of completing a paper questionnaire, students are provided with a PDF that they can fill on the computer and email to their teacher.

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9. To review after a unit, a teacher trades their usual questioning out loud session for an interactive quiz tool (ex: *Kahoots*) to gamify the process and then uses the results to identify which students need further support.

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10. After studying dialogues and characters, students usually write a scene featuring two or more characters. This year, they will use a shared document (ex: *Word*) to write this scene collaboratively synchronously, each one embodying a character.

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11. Instead of creating a poster on their favourite activity and hanging them in the hallway, students are asked to make a presentation (ex: *PowerPoint*) which will be shown on a monitor near the school entrance.

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12. Students are encouraged to use a corrector's dictionary (ex: *Antidote*) to find synonyms and enrich their text's vocabulary.

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13. This year, students' artwork exhibit will also be available as a website, including complements such as recordings of students' explanation of their art. It will allow a larger audience to visit the [virtual] gallery.

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14. Students are usually asked to do a research on another country. This year, they are going to pretend to be a travel agent and make a web page (ex: *Wix*) where they provide key information retrieved online, including videos, maps, etc.

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15. When young students learn sounds, they are asked to identify objects in the classroom that include this sound. This year, they will create a clips album of these objects and record their pronunciation for each of them.

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