Module material
Project: Flip Ed Up
Module 2. Blended Learning
Submodule 1: Background
Responsible partner: HeurekaNet
Executed by Lutz Siemer

2.1.4.9 Script LESSON 9 "SAMR model"

[In the previous sections, you have learned about different approaches to blending your teaching. Now the question arises which of these ideas you should implement in concrete terms. In order to deal with this question, let us first remember that in our context we understand blending as a process in which you start from your existing face-to-face teaching activities and supplement them with online offerings. So we could also say that we are digitising teaching. If we want to make concrete decisions, a model that deals with the digitalisation of teaching may be helpful. Therefore, in the following we present the SAMR model developed by Ruben Puentedura for the digitalisation of teaching and give an example of how this can be helpful in the implementation of blended learning.]

The SAMR model is suitable for introducing teachers who tend to use analogue teaching aids to the advantages of digital tools. The model can be used to explain how the processing and design of tasks can be improved by digital tools.

Digitisation of learning is divided into four categories in the SAMR model. These are substitution, augmentation, modification and redefinition.

At the lower two levels, the digitisation of learning processes leads to an enhancement, whereas at the upper two levels, learning tasks are transformed. The first step towards digitisation of learning processes is the substitution of analogue learning materials with digital counterparts. Tech acts as a direct tool substitute, with no functional change.

Examples are the use of digital worksheets, reading an online text or writing a text with a simple word processor without spelling help. What all these examples have in common is that the analogue task is not functionally changed. Only the medium becomes digital.

In a second step of digitisation, learning tasks can be augmented. Here it is central that the functional aspect of the tasks is extended through the use of technical tools. Tech acts as a direct tool substitute, with functional change. For example, the use of digital dictionaries, the use of a spreadsheet programme to analyse data or the writing of a text with a word processing programme including spell checking could be allowed.

In the third step, the task is modified in such a way that it is no longer possible to work on it without digital aids. At the same time, the added value of using these digital tools should become clear and be used by the learners. Tech allows for significant task redesign. For example, a group of learners should write a text collaboratively, using an appropriate tool. A forum-based discussion or the creation of a learning video are also examples.

In the fourth and final step, new types of learning tasks are formulated through the use of digital media and tools, which would not be conceivable without their use. Tech allows for the creation of new tasks, previously inconceivable. Examples for this step are the use of a

dynamic geometry software to work on mathematical problems in a vivid way, the use of interactive learning videos to work on new material at home as preparation for lessons or the joint creation of a wiki.

To design digital learning tasks for your own classroom, you should ask yourself some questions. Remember that the design of the task is not about the digital tool available, but about the learning objectives you want to achieve with the task.

If you think about substitution, you may ask yourself:

- What do I gain by replacing the analogue methodology with a digital variant?

If you think about going from replacement to augmentation, you might ask yourself:

- Has the learning task been augmented by a process at a fundamental level that would not be possible without the new digital element?
- And, how does this feature or process contribute to the quality of the learning task?

If you think about going from augmentation to modification, you might ask yourself:

- How was the original task modified?
- Is this modification based on new digital elements?
- And, how does this modification contribute to the quality of the learning task?

If you think about going from modification to redefinition, you might ask yourself:

- What is the new task?
- Can the original task be replaced or supplemented by the new one?
- To what extent is the new task only possible through the use of new digital methods?
- And, to what extent does the new assignment increase the quality of the learning task?

Let's finish with an example of what blending can look like using the SAMR model. Let's assume you have a language course.

- A digital substitution would be if the learners write texts not by hand but with Word or Google Docs or read texts not on paper but online.
- An augmentation would be if learners use the automatic spell checker to shape their learning, or if practice exercises are linked to online dictionaries.
- A modification would be if they use email communication or graphical representations, or if, for example, they allow audio or video to be exchanged between learners.
- A redefinition would be if you let learners create their own wikis together, or use visualisations of narrative structures.

You can see from this example that you can approach blending in a very differentiated way. You decide for yourself, in view of your teaching situation, at which level you want to start and which of the ideas you have learned about you want to implement. Keep in mind that you should be playful and experimental in your approach. There is no "one size fits all" solution and it is normal for things to go wrong when you try new things. Be as fault-friendly with yourself as you are with your learners. And enjoy your new experiences.