

The SAMR Model:

Integrating Technology into Instruction

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A FRAMEWORK FOR INTEGRATING TECHNOLOGY INTO INSTRUCTION

ENHANCEMENT

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

S

SUBSTITUTION

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

Example: Digital worksheet instead of a paper worksheet.



RESULTS:

The task is the same, but technology makes it slightly more efficient.

A

AUGMENTATION

Technology acts as a direct substitute, with functional improvement.

Example: Using spell check or auto-correct in a word processor.



RESULTS:

The task is the same, but technology improves the quality or efficiency.

TRANSFORMATION

Technology allows for the creation of new tasks previously inconceivable.

M

MODIFICATION

Technology allows for significant task redesign.

Example: Students collaborate in real time using an online shared document.



RESULTS:

The task is redesigned to better achieve the learning objective.

R

REDEFINITION

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

Example: Students create and publish a multimedia podcast for a global audience.



RESULTS:

The task is transformed; new learning experiences are possible.



ORIGINAL SOURCE: Puentedura, R. R. (2006). Transformation, technology, and education. *Handbook of research on educational communications and technology*, 255–297.