

CONT933 Module 2 Culminating Task

PART 1: Reflect on the SAMR Model

Think about a lesson that you've created or that you will create in the near future.

If you could use a technology tool to *further the learning* of your student, what would it look like? Sound like? Feel like ... for the student and for you? When and how could you move that lesson to the next level of learning?

Activity Name: Building my Own Business

Grade Level:	5
Curriculum Content (Mathematics):	<i>Financial Literacy — monetary calculations and developing simple financial plans</i>
Curriculum Content (Technology):	<i>Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies 4-5 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making.</i>
Level on SAMR Model:	Class Task – Research Level – Substitution

Description of Original Activity (point-form or sentences):

TASK: Students work in groups of three and research what they need to do in order to start up a business.

Students brainstorm (mind map) and come up with a service they will provide in and around their community.

Constraint: It must include an environmentally friendly option that will benefit their community.

Their business plan should include the following details:

- a. How they plan to market their business.*
- b. Where they will get the funds to start up their business.*
- c. How they plan to earn income for their business.*
- d. Create a business plan that outlines the above details.*

Business Teams (groups of three) will present their plan to the rest of the class.

Time to Complete the Assignment: to be determined as a class

SAMR Model – Original Activity

Class Task	Substitution	Augmentation	Modification	Redefinition
Note taking	Notes taken using IOS Notes	Students choose their own notes app	All students use Notability for all notes	Teachers have access to all student's notes
Research	Using Safari to copy and paste information	Bookmark and share notes using the share button	Download and annotate with Notability	Collaborative Mindmaps
Presentation	Make a keynote presentation on the iPad	Demonstrate understanding with Explain Everything	Combine audio, video, and text in Movie Presentation	Nearpod Presentation
File sharing	Sent by email every lesson	Shared Dropbox folder	Showbie	iTunes U
Reading	Open PDF from email	Use dictionary and search document	Annotating documents in Notability and iBooks	Interactive iBooks
Assessment	Google form test	Google form test with automatic marking script	Creative projects with Strip Designer, Showme, and iMovie	Creative assignments with audio feedback in Showbie

PART 2: Now re-create part of the lesson (from Part 1) to reflect a change on the SAMR Model:

Curriculum Content (Mathematics):	<i>No changes to note.</i>
Curriculum Content (Technology):	<p><i>Ideating</i></p> <ul style="list-style-type: none"> • <i>Generate potential ideas and add to others' ideas</i> • <i>Screen ideas against the objective and constraints</i> • <i>Choose an idea to pursue</i> <p><i>Prototyping</i></p>

	<ul style="list-style-type: none"> • <i>Outline a general plan, identifying tools and materials</i> • <i>Construct a first version of the product, making changes to tools, materials, and procedures as needed</i> • <i>Record iterations of prototyping</i> <p><i>Testing (if applicable)</i></p> <ul style="list-style-type: none"> • <i>Test the product</i> • <i>Gather peer feedback and inspiration</i> • <i>Make changes and test again, repeating until satisfied with the product</i> <p><i>Making</i></p> <ul style="list-style-type: none"> • <i>Construct the final product, incorporating planned changes</i> <p><i>Sharing</i></p> <ul style="list-style-type: none"> • <i>Decide on how and with whom to share their product</i> • <i>Demonstrate their product and describe their process</i> • <i>Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment</i> • <i>Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space</i> • <i>Identify new design issues</i>
NEW Level on SAMR:	<i>Modification.</i>

Description of New Activity (point-form or sentences):

TASK: Students work in groups of three and research what they need to do in order to start up a business. Students brainstorm and come up with a service they will provide in and around their community. Constraint: It must include an environmentally friendly option that will benefit their community. Their business plan should include the following details: How they plan to market their business. References to the sites they have visited and retrieved information from.

Groups must provide and outline of their plan and a sketch/draft prototype of their business/service using Notability.

Each groups will present their draft to another group, who will provide feedback on the product/service.

Groups take this feedback and make adjustments to their business plan, incorporating at least one change suggested by a peer group.

Students are given a sample business plan template to assist with this process.

Student must complete their business plans using PowerPoint, GoogleDocs or Prezi.

Students must also create a 1 minute commercial in Movie Presentation that highlights their product or service.

Assessment:

Groups include ShowMe in their presentation to demonstrate how they plan to earn income for their business.

Business Teams (groups of three) will present their plan to the rest of the class.

Time to Complete the Assignment: to be determined as a class.

SAMR Model – New Activity

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How did you use the SAMR model to enhance this activity? (write a short paragraph)

I used the SAMR model to guide me to incorporate technology into my lesson. I originally planned the lesson around a paper and pen brainstorm approach, and did not incorporate any technology into it besides the research aspect. I enhanced this activity by incorporating a variety of programs that could be used for presenting, and integrated an audio/visual component by requesting that students create a commercial about their product / service.

References:

- <https://curriculum.gov.bc.ca/curriculum/mathematics/5>
- <https://curriculum.gov.bc.ca/curriculum/adst/5>
- <https://bizkids.com/lesson/lesson-405/>