

SAMR & RCSS's Cyber & Digital Immersion

Enhancement of Learning

	SUBSTITUTION December, 2018, 3rd-5th—December, 2019, PK-2nd & 6th-8th—December, 2020, 9th-12th ***Digitalizing Tasks, Teacher-Led***	AUGMENTATION: January, 2019 December, 2018, 3rd-5th—December, 2019, PK-2nd & 6th-8th—December, 2020, 9th-12th ***Using In-Program Features within Software, Teacher Led***	
BLOOM'S TAXONOMY REMEMBER, UNDERSTAND	- Students access textbooks online. - Students access digital libraries for informational and recreational reading - Students access online, informational databases for research purposes. - Students access various instructional software purchased at the school and county level. - Students have access to word processing and presentation tools. - Students have access to online math manipulatives. - Teachers use projectors to present PPTs, basic ActivInspire flipcharts, and other would-be print content. - Students print projects and turn them in to their teacher.	- Students use note-taking tools within various software programs to take notes on lectures and digital content: digital libraries, online textbooks, online research databases. - Students create digital works independently that incorporate interactive media (hyperlinks, audio, embedded videos); the students present them to the class, or turn them in to the teacher. - Some assignments are digital and can be turned into the teacher on CD, flash drives, or via printout. - Write essays using various word processors' built-in tools such as spellcheck, thesaurus, and inserting images.	BLOOM'S TAXONOMY UNDERSTAND, APPLY
	MODIFICATION December, 2019, 3rd-5th—December, 2020, PK-2nd & 6th-8th—December, 2020, 9th-12th ***Creation of Multimedia, Collaboration is Face-to-Face, Student-Led***	REDEFINITION PK-12—2021 ***Creation and Publishing of Multimedia, Collaboration is Online and Face-to-Face, Continuous Feedback Loop, Increasing Audience, Student-Led***	
BLOOM'S TAXONOMY EVALUATE, CREATE	- Students use note-taking tools within various software programs to take notes. Sources are hyperlinked and annotated. Notes are shared online with teachers and peers. - Students create digital works collaboratively in the class setting that that incorporate interactive media and turn in the assignment electronically to the teacher. - Students interactively use online geographical tools in the class setting. Examples include Google Earth to chart the voyages of various historical figures, or to explore topographical features. - Groups of students engage collaboratively with various subjects' manipulatives in an online environment. - Students create webpages or wikis to house their digital products as digital portfolios - Students create QR codes to share information. - Online forms are used to gather data and are presented in various formats. - Teacher-created presentations contain multimedia and interactive components for student learning.	- Students use digital tools to collaboratively take notes and create graphic organizers in an online environment. - Students create works in various digital formats and share them on the web allowing for others to comment and provide feedback. - Students create websites and wikis to house their digital portfolios and allow for online commenting and feedback. - Students collaborate on various tasks in real time in an online environment to create digital products. - Students participate in field trips in digital environments to locations around the world; they are able to interact with the digital environment in a multitude of ways. - Students interview people from other cultures in an online environment. - Lectures are mirrored from the Promethean Board or teacher computer to student laptop devices. Formative assessments, collaborative opportunities, and student product creation are embedded within the presentation. - Peer and teacher feedback is a continuous loop and is presented in real-time in the digital learning environment. - Students create and use physical QR codes or augmented reality while interacting with physical resources. - Assignments are turned in electronically within an online Learning Management System.	BLOOM'S TAXONOMY APPLY, ANALYZE, EVALUATE

Transformation of Learning