The SAMR Model: Integrating Comic Life

Ministry Licensed Resource Title:	**Comic Life** http://www.comiclife.com/
Description of resource	**Comic Life** is a desktop publishing software program for creating comics and comic-style pages. It's easy to add images from various sources - digital cameras, built-in cameras on a computer or device, clip art, stills from video, scanned photos and drawings - in fact, just about any on-screen image can be used in Comic Life. Some favorite features of the program are comic-style image filters, panels, frames, lettering, captions and balloons. This software works well with WordQ for students who need help with predictive tech or text to speech features.
Curriculum Connections	This exemplar is specific to the curriculum links below, but could be used in any area in which a demonstration of learning is communicated. **Grade 4 Social Studies** Heritage and Identity: Early Societies, 3000 BCE-1500 CE **A3.6** identify and describe some of the major scientific and technological developments in the ancient and medieval world (e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry) **Grade 4 Language** **Media Literacy** Demonstrate an understanding of a variety of media texts; Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; Create a variety of media texts for different purposes and

	audiences, using appropriate forms, conventions, and techniques;
	Reading Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
	Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience; Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expressions, and present their work effectively.
The "traditional" classroom practice and approach to the learning goals	Students create a poster using words and hand drawn images to identify and describe the history of the printing press, examining the major scientific and technological developments in either ancient and medieval China or Europe. The students present their posters then display them on a classroom bulletin board for others to explore and examine more closely.
SAMR: Substitution	Students create a Comic Life project using digital images from the web and Comic Life's built in text features (described above) to identify and describe the history of the printing press, examining the major scientific and technological developments in either ancient and medieval China or Europe. Finished projects will be printed, shared with the class, then displayed on the classroom bulletin board.
SAMR: Augmentation	Students create a Comic Life project to identify and describe the history of the printing press, examining the major scientific and technological developments in either ancient and medieval China or Europe. Students will use digital images and text, exploring a variety of image filters and lettering features to express their ideas creatively. Finished project files will be saved, then added to a slide

	in a Google Presentation created by the teacher and shared via a link with each student. Projects will be shared on a screen in the classroom.
SAMR: Modification	Students will work collaboratively in groups using Google Docs to gather research information and images about the major scientific and technological developments in the printing press comparing ancient and medieval China and Europe. Individually, the students will create a Comic Life and share the information by 'animating' objects from the two civilizations and creating a conversation between them. Finished project files will be saved, then added to a slide in a Google Presentation created by the teacher and shared via a link with each student. The slideshow will be linked or embedded on the classroom website for parents and others to view. Students may also add a screenshot or image file of their own project on their personal website.
SAMR: Redefinition	Students will work collaboratively in groups using Google Docs to gather research information and images about the major scientific and technological developments in the printing press comparing the inventions in ancient and medieval China and Europe and the cultural factors leading to each invention. Individually, the students will create a Comic Life, and share the information by 'animating' objects from the two civilizations and creating a conversation between them. Finished project files will be saved to each student's individual Google Drive, uploaded into Explain Everything on the iPad, where the student will be able to add voices to the characters. 'Characters' will both share information and discuss cultural factors which led to the specific inventions. Files will then be saved back to Drive, then uploaded to the student's own blogs/websites for viewing, self-reflective comments and feedback from others.
Considerations for Digital Citizenship:	**Creation and Credit** When a Comic Life project is created using images from the web (as in this example), this provides an excellent opportunity for students to learn how to access copyright-friendly images appropriate for use in school projects. **Presence and Communication** The collaborative feature of Google Docs provides an opportunity for students to learn how to navigate a collaborative space, demonstrating respect for the workspace and created content of others.

	By sharing finished projects on the web - either in a Google Presentation, or on class or individual websites - students can learn about the importance of building a positive digital footprint and the power of Social Media for sharing content.

Screenshots for each level are on this Google Presentation >
https://docs.google.com/a/googleapps.wrdsb.ca/presentation/d/1kLUwv14IVMBPZ9Tmq boCsPPxQcuYdSkq3OeWBiw02qc/edit#slide=id.g339a17d0d_076

Reflection from the author…

In my role as a technology coach, I support teachers in their efforts to integrate technology into their teaching practice. In this work, I've tried many different angles on the conversation to help teachers see that there is more to using technology than simply replacing a previously 'paper and pencil task' with a word processing application or by substituting an iPad app for a worksheet.

The SAMR model is one of the most useful tools I have found for helping teachers reflect on the depth of their integration of technology. It really pushes us to think about ways to redefine and redesign learning goals and tasks in order to fully leverage the capabilities of the technologies. In this Comic Life example, I found myself having to look beyond what Comic Life can do itself and instead finding ways to integrate and combine it with other apps on mobile devices to really redefine the tasks and move through the continuum.

SAMR outlines and clarifies that technology can truly transform the teaching and learning experiences. It is a simple framework, but it has the potential to make a really big difference in the level of technology integration in classrooms.