



The SAMR Model: Integrating Career Cruising

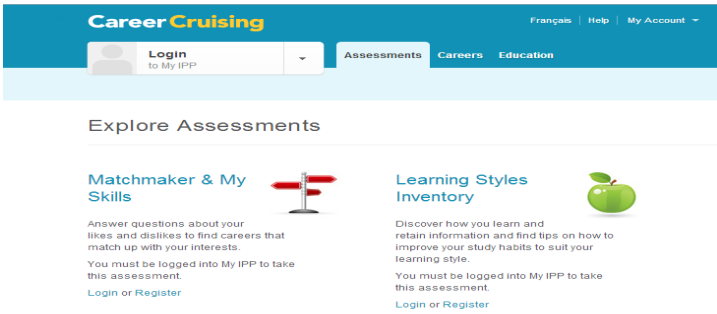
<p>Ministry Licensed Resource Title:</p>	<p>Career Cruising</p>
<p>Description of resource</p>	<p><b>Career Cruising</b> is a program designed to help learners in K-12 to discover and achieve their potential in education, careers and life. It provides opportunities for students to engage in personalized self-discovery of meaningful careers. In this platform, students are able to explore their interests, gain information about education and careers, and build knowledge surrounding potential career trajectories.</p> <p>Career Cruising products are installed across Ontario Schools to give students opportunities to discover career and educational information in engaging ways. This information is essential to helping learners to uncover their potential in school, future careers, and life.</p> <p>This product is synced with the Ministry of Education's Desire2Learn Learning Management System, thus providing opportunities for students to further explore, expand, and create presentations and higher order thinking skills surrounding potential future jobs.</p> <p>Google Apps for Education is also interlinked with Desire2Learn, thus Career Cruising can also connect easily through D2L with Google Apps for Education. This is beneficial for creating assignments with differentiation and meeting specialized needs including providing opportunities for text-to-speech, audio, images.</p> <p>Applying technology and SAMR to the career exploration process will provide increased opportunities for learning and self-reflection.</p> <p>The goal is not necessarily for students to figure out their own career, yet to support evolving skills and interests while building important skills for the future including resume building, digital footprint, information literacy.</p>
<p>Curriculum Connections</p>	<p><b>Grade 8: Media Literacy</b></p> <p>OVERALL EXPECTATIONS</p>

	<ol style="list-style-type: none"> <li>1. demonstrate an understanding of a variety of media texts;</li> <li>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</li> </ol> <p><b>Grade 8: Writing</b></p> <ol style="list-style-type: none"> <li>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> <li>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process</li> </ol>
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Describe the “traditional” classroom practice and approach to the learning goals

Students will create a resume built upon the information they learn about themselves from Career Cruising. Students will then take a relevant career and use technology to find a local expert in that field that they can contact to interview either in person or online.

Then, students will conduct a presentation in front of the class pretending to be an adult in that career. They will discuss the education, skills, and knowledge necessary to be successful in that chosen career field.



## Matchmaker

### Introduction

In this section you will be asked 39 questions. Read each question carefully. Once you have finished answering the questions, Career Matchmaker will look for careers that suit your answers.

For each question there are five answers to choose from:



Dislike very much



Dislike



Does not matter



Like



Like Very Much

### Matchmaker Label

Please enter a name for your session. Your results will be saved automatically after the first round of questions.

[Start Now](#)

### Build My Resume

#### Getting Started

To help create your resume, any information stored in your IPP that may be useful for resume creation is automatically shared with the Resume Builder.

#### Edit Your Resume

Use the arrows to reveal content for the section headings to the right. If you choose to edit the content, the changes will occur, and be saved, in My IPP section and updated in your resume.

#### Select Sections to Include

[Format & Print](#)

Open All

Section	Options
▼ Career Objectives	<input checked="" type="checkbox"/> Add to Resume
▼ Education History	<input checked="" type="checkbox"/> Add to Resume
▼ Work Experience	<input checked="" type="checkbox"/> Add to Resume
▼ Volunteer Experiences	<input checked="" type="checkbox"/> Add to Resume
▼ Awards & Certificates	<input checked="" type="checkbox"/> Add to Resume
▼ Extracurricular Activities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments

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▼ Extracurricular Activities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments
▼ Hobbies & Interests	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments
▼ Skills & Abilities	<input checked="" type="checkbox"/> Add to Resume <input type="checkbox"/> Include Comments
▼ Additional Information	<input checked="" type="checkbox"/> Add to Resume

### References

[+ Add a reference](#)

Reference

SAMR:

Substitution

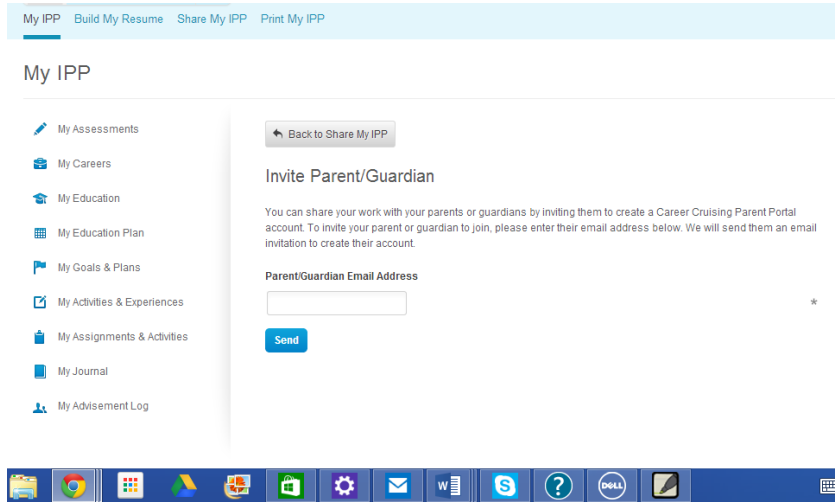
Using the My Plan Tool and Resume Builder to create a Resume. This basic task can be substituted by exporting it into a new platform ie., Desire2Learn Platform & the ePortfolio tool.

This is a direct tool substitute for the resume builder in Career Cruising. It is now in an ePortfolio and a new platform that can be used for taking the resume to new levels and purposes.

SAMR:  
Augmentation

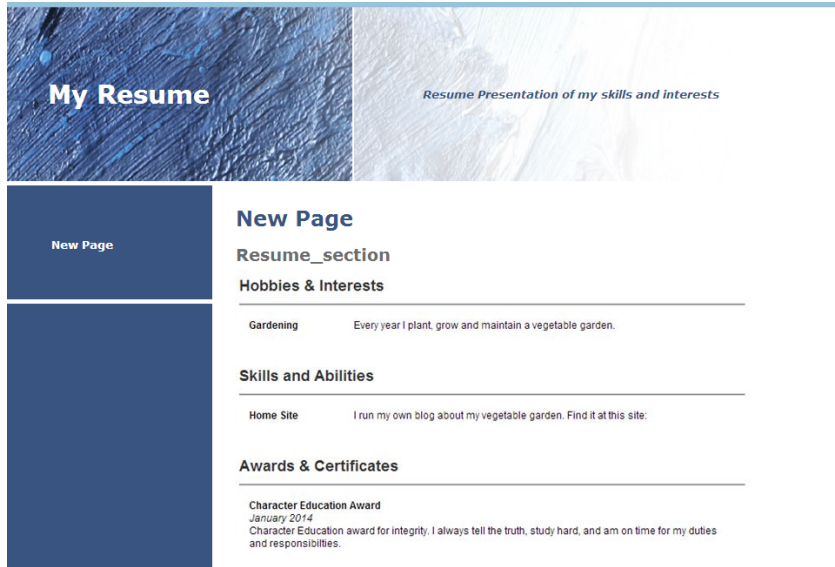
Students will add something new to this task.

- sharing the resume via ePortfolio with expert, HR department, guidance counsellor for feedback



Manipulating information to communicate their ideas and demonstrate their learning about themselves.

- taking information from resume and writing an email/letter to ask for feedback, describing the salient points from resume and asking for feedback
- blog/reflection form
- uploading it to an ePortfolio presentation on Desire2Learn



## Volunteer Experiences

### Volunteer

June 2014 - June 2014

Helped out for the day for Jump Rope for heart. Helped children skip and stay with their groups.

## Work Experiences

### Babysitter

May 2013 - June 2014

Babysitting every Saturday.

### Comments on this artifact

[Add Comment](#)

Name	Date Posted
Deborah McCallum	Jun 2, 2014 11:02 AM

I really like your Resume so far. You have included some information in each section. It looks like you demonstrate a lot of responsibility with your babysitting and vegetable garden. A great next step would be to add more details about these experiences! You take a lot of pride in your vegetable garden to run a blog about it - share the blog and take this as an opportunity to discuss what you grow, how you grow it and more!

You are off on the right track!

Thank you for sharing,

Local expert in your field:)

[View all comments](#)

Create a Mindmeister flowchart.

Add it to a personal blog.

Enhance the presentation with audio, sound effects, animations, background music. Upload it to Google Drive/cloud.

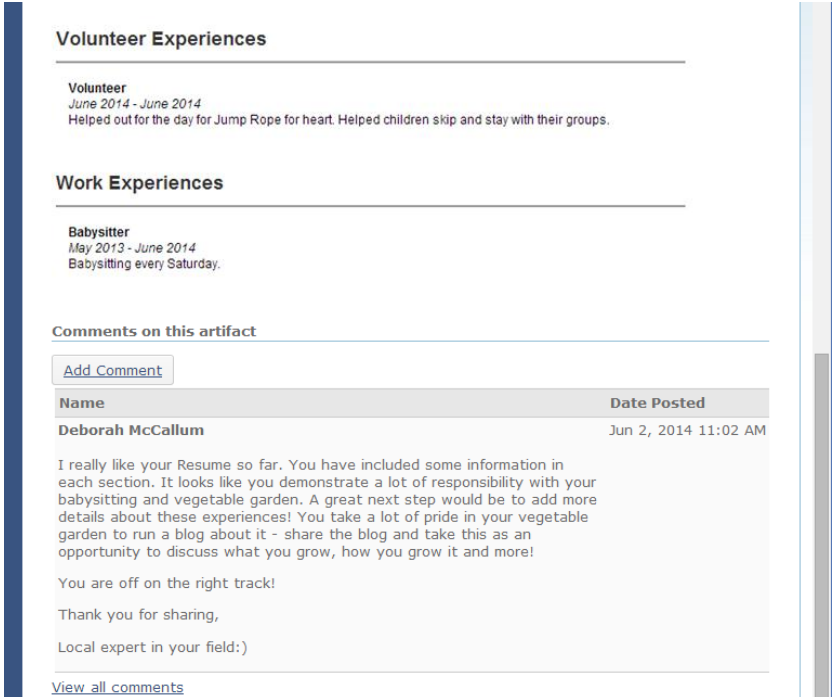
SAMR

Modification

Upload projects to the D2L discussion board for feedback and comments from other students. Engage in collaboration with other students. Use feedback to apply career and education knowledge from a resume to a new 'Presentation Tool' ie., SMORE, CANVA, Vizify, iMovie. This tool can be added to a classroom library/website of career information to be shared publicly and with other experts.

The screenshot shows the top navigation bar of an ePortfolio system with tabs for 'ePortfolio', 'My Items', 'Explore', and 'Sharing Groups'. A search bar is located on the right. Below the navigation, there is a section for 'Build your ePortfolio' with options for 'New Presentation' and 'New Collection'. A filter section shows 'My Items' selected. The main content area displays 'Your ePortfolio has no new activity'. On the right, there is a section for '0 Unread Invites' with a link to 'View invites page'.

OR:

	<ul style="list-style-type: none"> <li>• Extract important information and create a video resume/presentation demonstrating skills, interests, elicit feedback from experts</li> <li>• Build their ePortfolio</li> </ul>
<p>SAMR: Redefinition</p>	<p>Create a learning pathway to demonstrate career directions based on research and an interview with an expert: courses, extracurricular activities, post-secondary.</p> <p>Project library shared on a website or blog. This information can be shared with other experts to change the audiences, make new connections and seek feedback from the experts. This is an opportunity for students to be able to see themselves as producers and creators of their own skills, and creators of effective ways to use media to depict their strengths.</p>  <p>The screenshot shows a digital portfolio layout. At the top is a section titled "Volunteer Experiences" with a sub-entry for "Volunteer" from June 2014 to June 2014, describing help with jump rope for heart. Below is a "Work Experiences" section with a sub-entry for "Babysitter" from May 2013 to June 2014, describing babysitting every Saturday. Underneath is a "Comments on this artifact" section featuring a comment from Deborah McCallum dated June 2, 2014, 11:02 AM. The comment praises the resume and suggests adding more details to the vegetable garden section. A "View all comments" link is at the bottom of the comment area.</p>
<p>Considerations for Digital Citizenship:</p>	<p>Students will be provided opportunities to:</p> <ul style="list-style-type: none"> <li>Learn about creating positive Digital Footprints</li> <li>Explore the digital footprint of their peers</li> <li>Develop Learning goals and success criteria surrounding communicating positively with peers, experts, potential employers online</li> <li>Explore Character Education online</li> <li>Building safe online communities and platforms</li> <li>Develop awareness about Netiquette</li> </ul>

	Develop Effective ways to search information via Career Cruising Make decisions about when and how to appropriately share private information online
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Reflections from the author...

**What impact did using this digital approach have on your instructional practice?**

This approach improved my instructional practice across all areas of the curriculum. Thinking about tasks in terms of the SAMR gives you 'permission' to go beyond the expected and create new and wonderful tasks not otherwise imagined. I think that this is a task that we can allow students to engage in and determine for moving ahead with their own career planning.

**How did you know the approach had impact?**

I know that the project had impact because we (myself and my students) began to think in terms of creating new interesting ideas for pursuing interests. We did not have access to minecraft, but one student wanted to use minecraft to create a setting. This approach left me and students thinking of new ways to create and share other information across the curriculum.

When students redefine their learning, they have increased ownership of it, and 'lightbulbs' go off for them when they see that they can follow their own paths and become creators of that path - it is not a pre-set linear path that always needs to be navigated.