

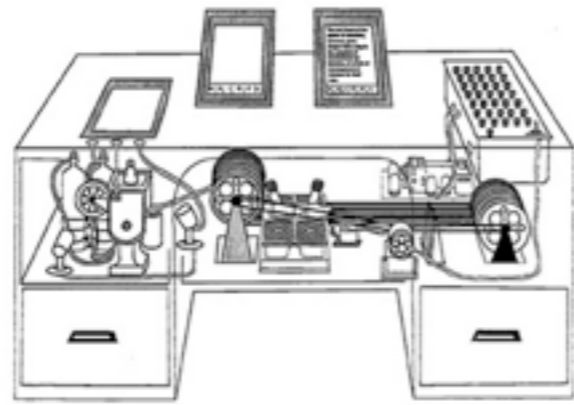
# Metaphors, Models, and Flows: Elements for a Cartography of Technology In Learning

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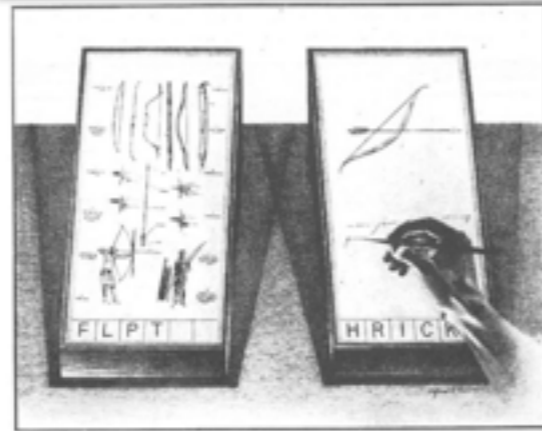
Ruben R. Puentedura, Ph.D.

Metaphors 1:

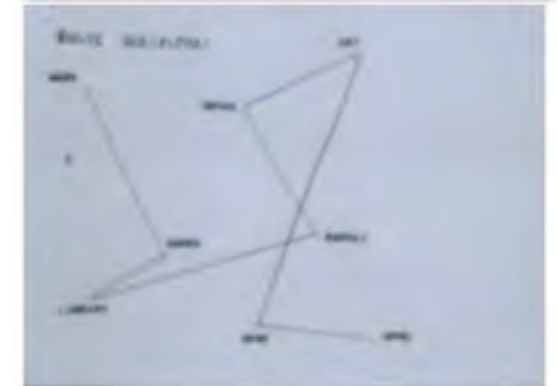
Computers, Children, and Learning



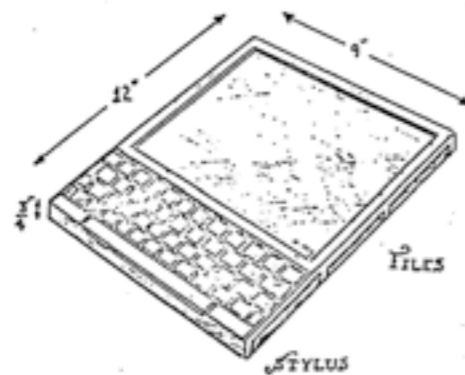
AS WE MAY THINK



a research center  
for augmenting human  
intellect



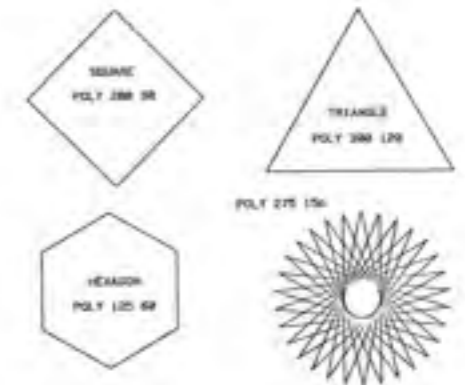
A Personal Computer for Children of All Ages



```
TO POLY :ANGLE :STEP
1. FORWARD :STEP
2. RIGHT :ANGLE
3. POLY :ANGLE :STEP

END
```

ON MAKING A THEOREM FOR A CHILD



# Models 1: The SAMR Model

*Transformation*

### **Redefinition**

*Tech allows for the creation of new tasks, previously inconceivable*

### **Modification**

*Tech allows for significant task redesign*

*Enhancement*

### **Augmentation**

*Tech acts as a direct tool substitute, with functional improvement*

### **Substitution**

*Tech acts as a direct tool substitute, with no functional change*

# Literacy and Vocabulary

# Marzano: Six Steps to Effective Vocabulary Instruction

---

- Step 1: The Teacher Provides a Description, Explanation, or Example of the New Term
- Step 2: Students Restate the Explanation of the New Term in Their Own Words
- Step 3: Students Create a Nonlinguistic Representation of the Term
- Step 4: Students Periodically Do Activities That Help Them Add to Their Knowledge of Vocabulary Terms
- Step 5: Periodically Students Are Asked to Discuss the Terms with One Another
- Step 6: Periodically Students Are Involved in Games That Allow Them to Play with the Terms



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## Modification

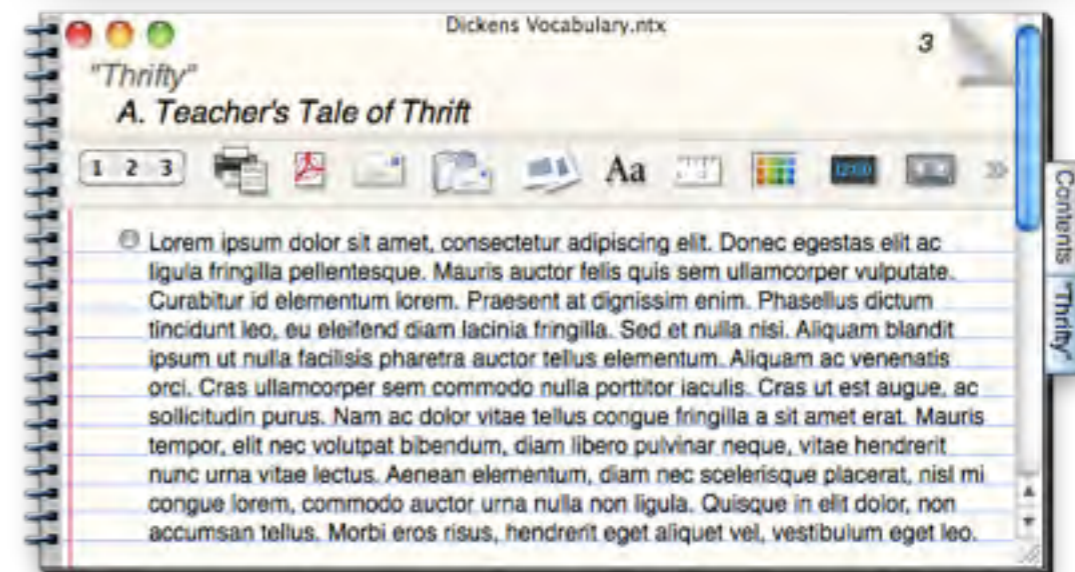
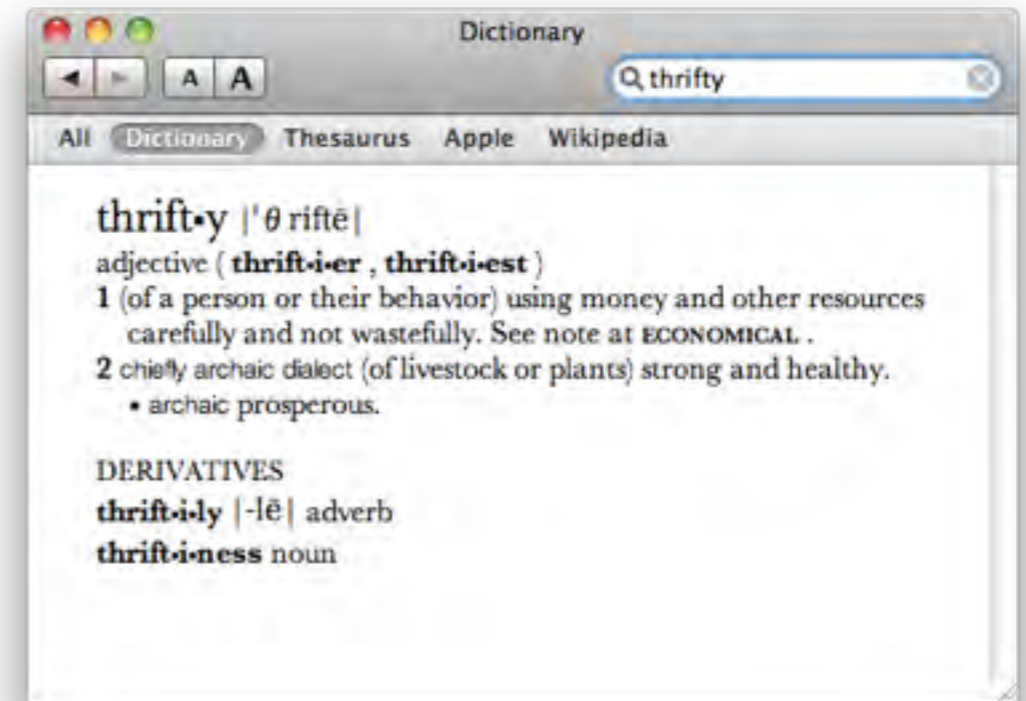
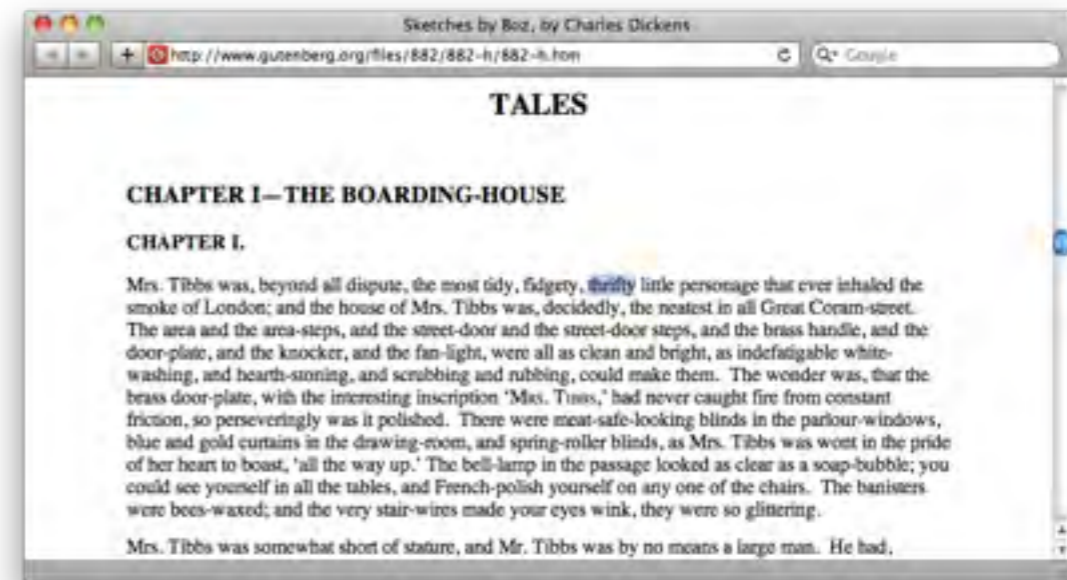
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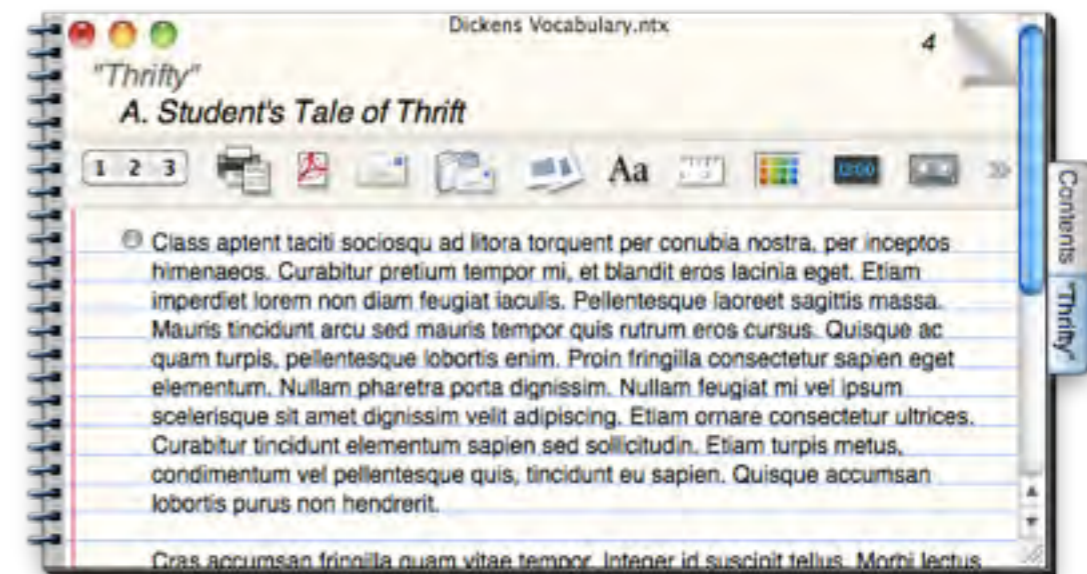
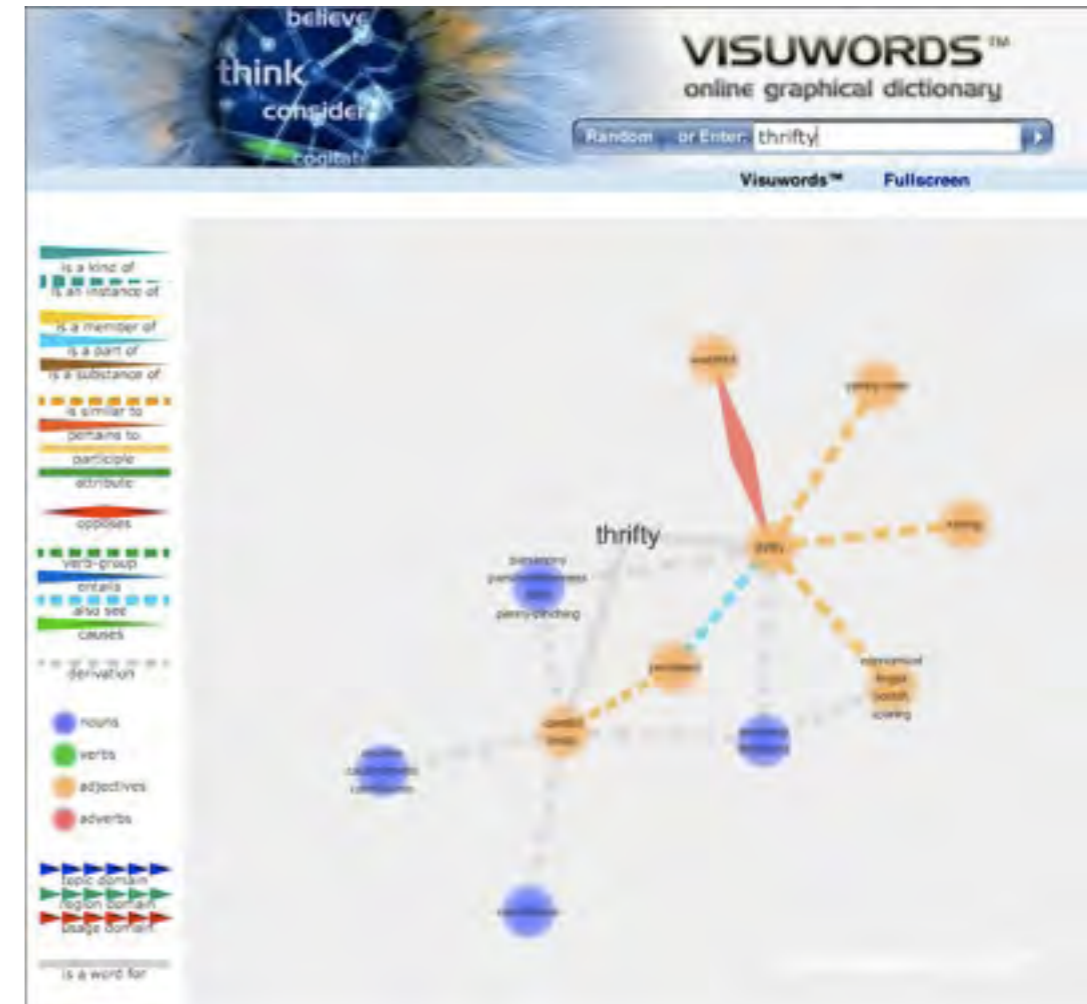
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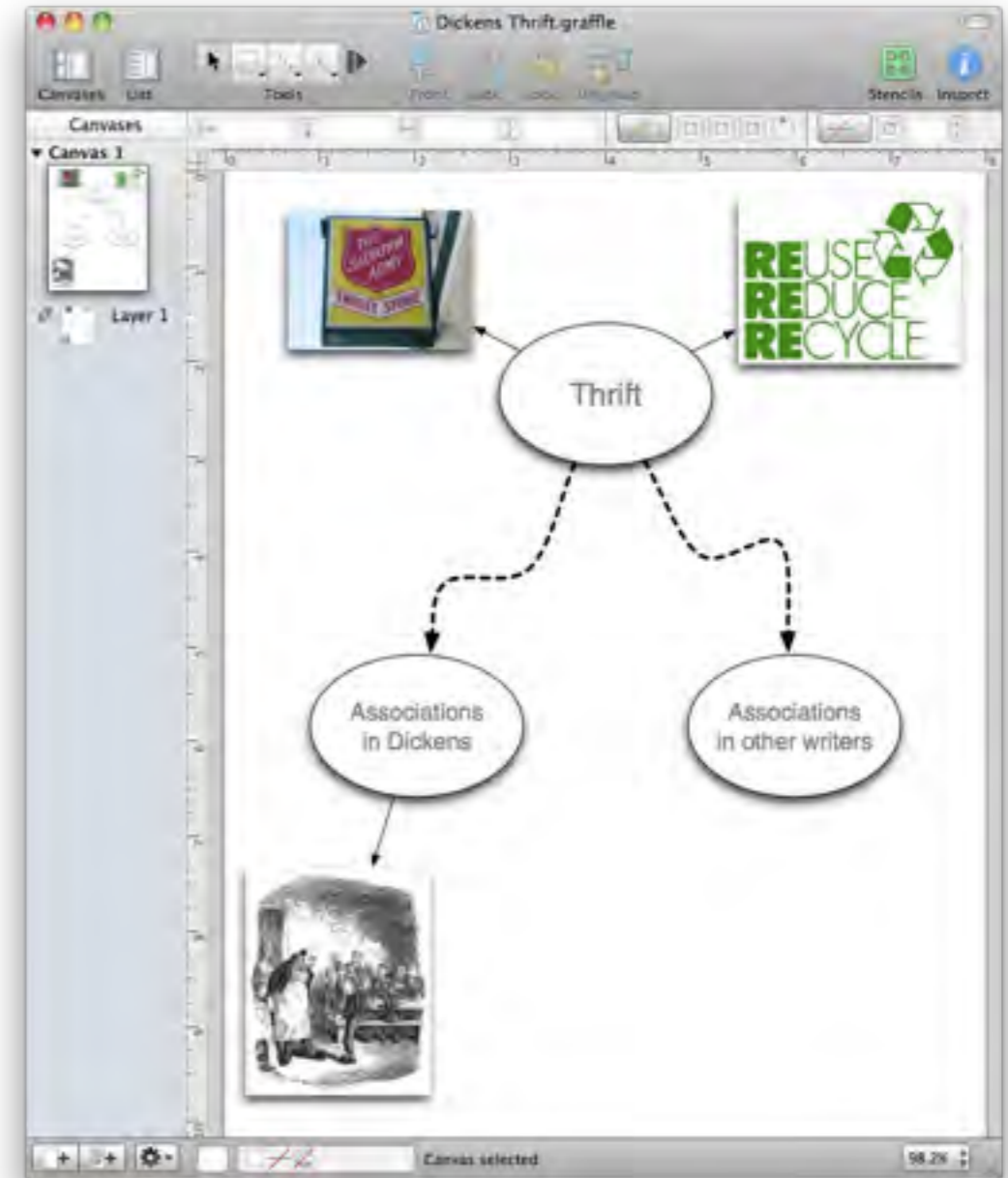
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# The Student Historian

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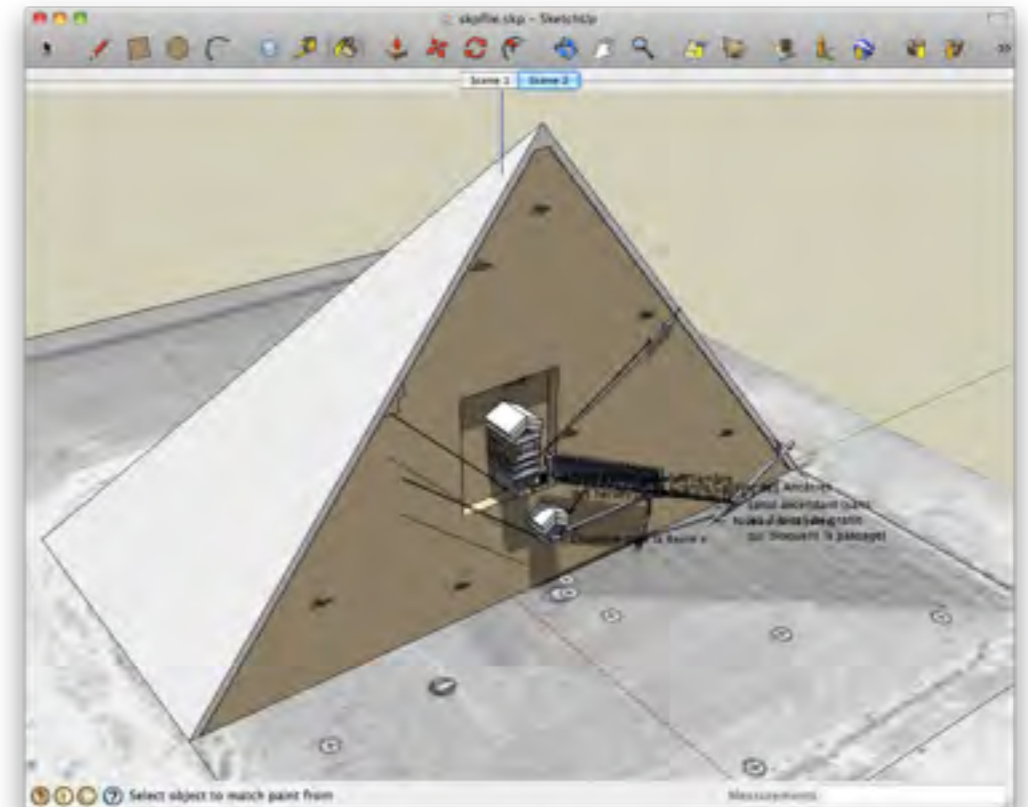
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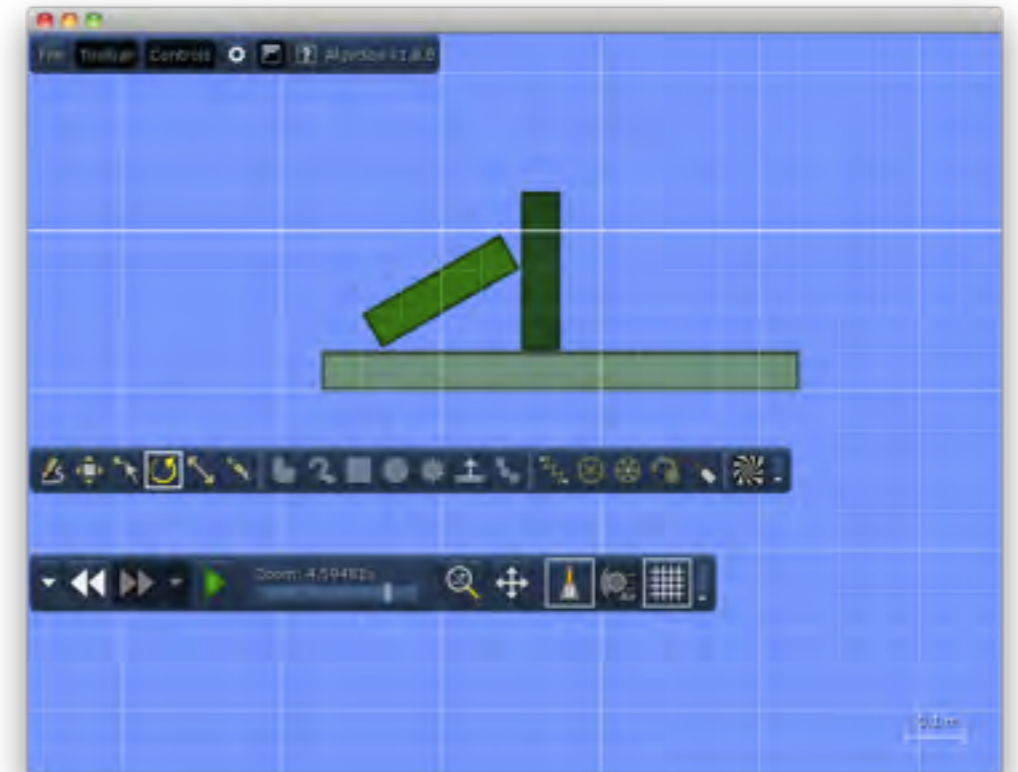
*Tech allows for significant task redesign*

## **Augmentation**

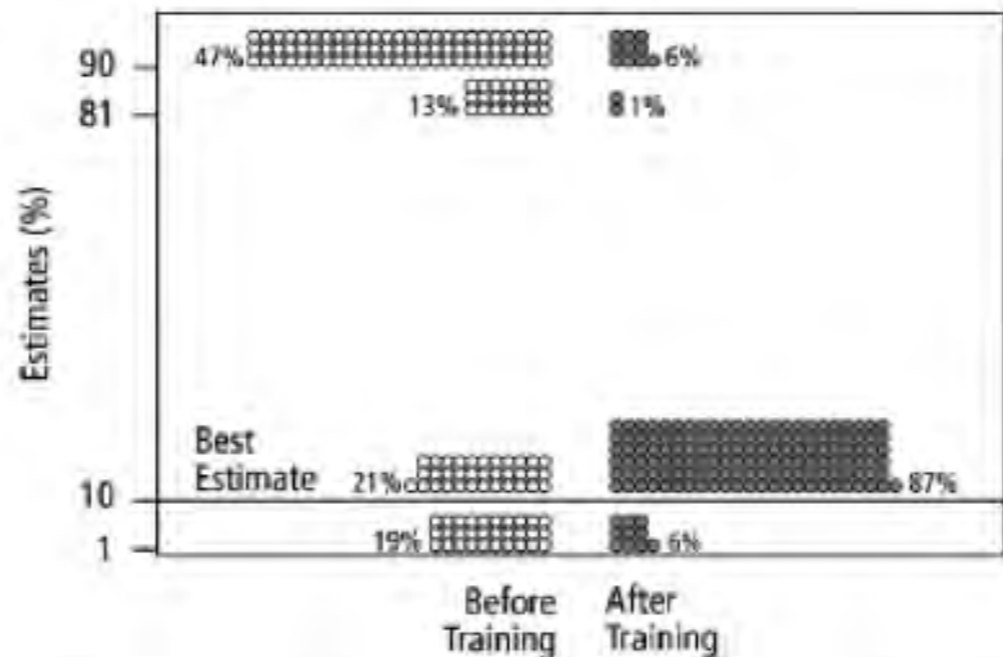
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## **Substitution**

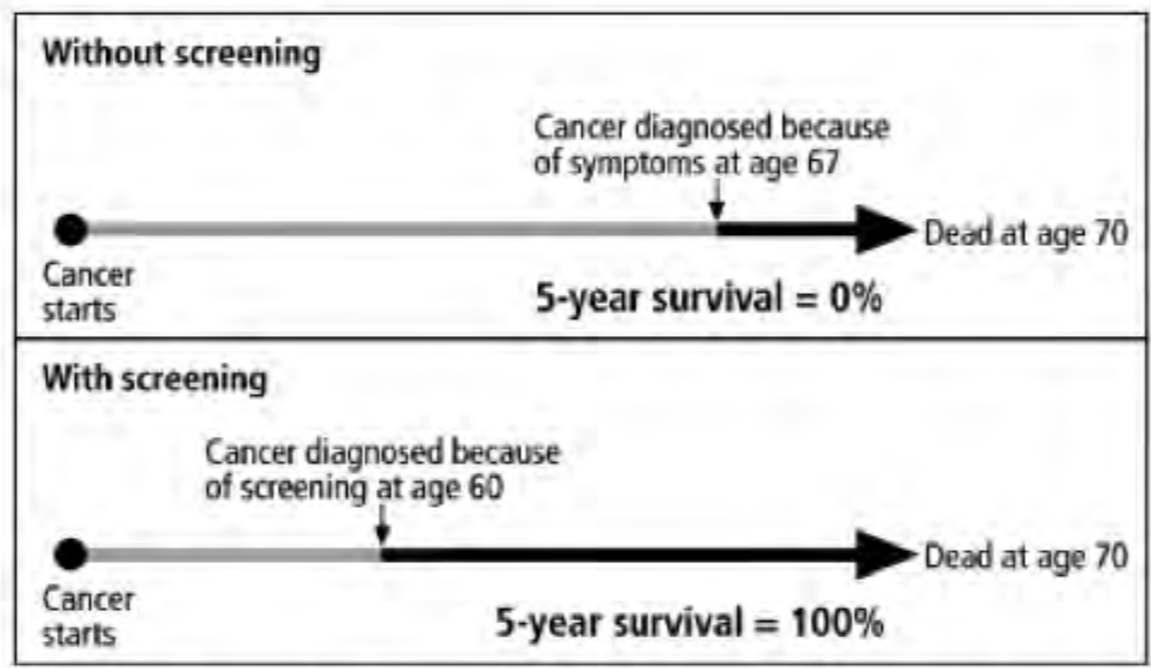
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# Opening Up the Math Candy Store



**Fig. 2.** Estimates by 160 gynecologists of the probability that a woman has breast cancer given a positive mammogram, before and after receiving training in how to translate conditional probabilities into natural frequencies.



**Fig. 4.** Lead-time bias. Even if the time of death is not changed by screening—and thus no life is saved or prolonged—advancing the time of diagnosis in this way can result in increased 5-year survival rates, causing such statistics to be misleading.

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AP Statistics Curriculum 2007 Bayesian Prelim

Contents (new)

- 1 Probability and Statistics Ebook - Bayes Theorem
  - 1.1 Introduction
  - 1.2 Example
  - 1.3 Bayesian Statistics
- 2 Site info
- 3 References

Probability and Statistics Ebook - Bayes Theorem

Introduction

Bayes Theorem, or "Bayes Rule" can be stated succinctly by the equality

$$P(A|B) = \frac{P(B|A) \cdot P(A)}{P(B)}$$

In words, "the probability of event A occurring given that event B occurred is equal to the probability of event B occurring given that event A occurred times the probability of event A occurring divided by the probability that event B occurs."

Bayes Theorem can also be written in terms of densities or likelihood functions over continuous random variables. Let's call  $f(x)$  the density (or in some cases, the likelihood) defined by the random process  $x$ . If  $X$  and  $Y$  are random variables, we can say

$$f(Y|X) = \frac{f(X|Y) \cdot f(Y)}{f(X)}$$

Example

Suppose a laboratory blood test is used as evidence for a disease. Assume  $P(\text{positive Test} | \text{Disease}) = 0.95$ ,  $P(\text{positive Test} | \text{no Disease}) = 0.01$  and  $P(\text{Disease}) = 0.005$ . Find  $P(\text{Disease} | \text{positive Test}) = ?$

Denote  $D = \{\text{the test person has the disease}\}$ ,  $D^c = \{\text{the test person does not have the disease}\}$  and  $T = \{\text{the test result is positive}\}$ . Then

$$P(D|T) = \frac{P(T|D)P(D)}{P(T)} = \frac{P(T|D)P(D)}{0.95 \times 0.005 + 0.01 \times 0.995} = 0.3231293.$$

Bayesian Statistics

What is commonly called Bayesian Statistics is a very special application of Bayes Theorem.

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How good is the test in detecting the disease?  
P(positive test|sick):  0.062

How good is the test in detecting the absence of the disease?  
P(negative test|healthy):  0.142

How likely is the disease?  
P(disease):  0.001

Number of people for reference:  
N:  2329

Probability of being sick after having tested positive for a disease:  $P(\text{sick}|\text{positive test})$

	positive test	negative test	Total
sick	0	2	2
healthy	1997	330	2327
Total	1997	332	2329

$P(\text{sick}|\text{positive test}): 0/1997 = 0.$

Wolfram Demonstrations Project [demonstrations.wolfram.com](http://demonstrations.wolfram.com)



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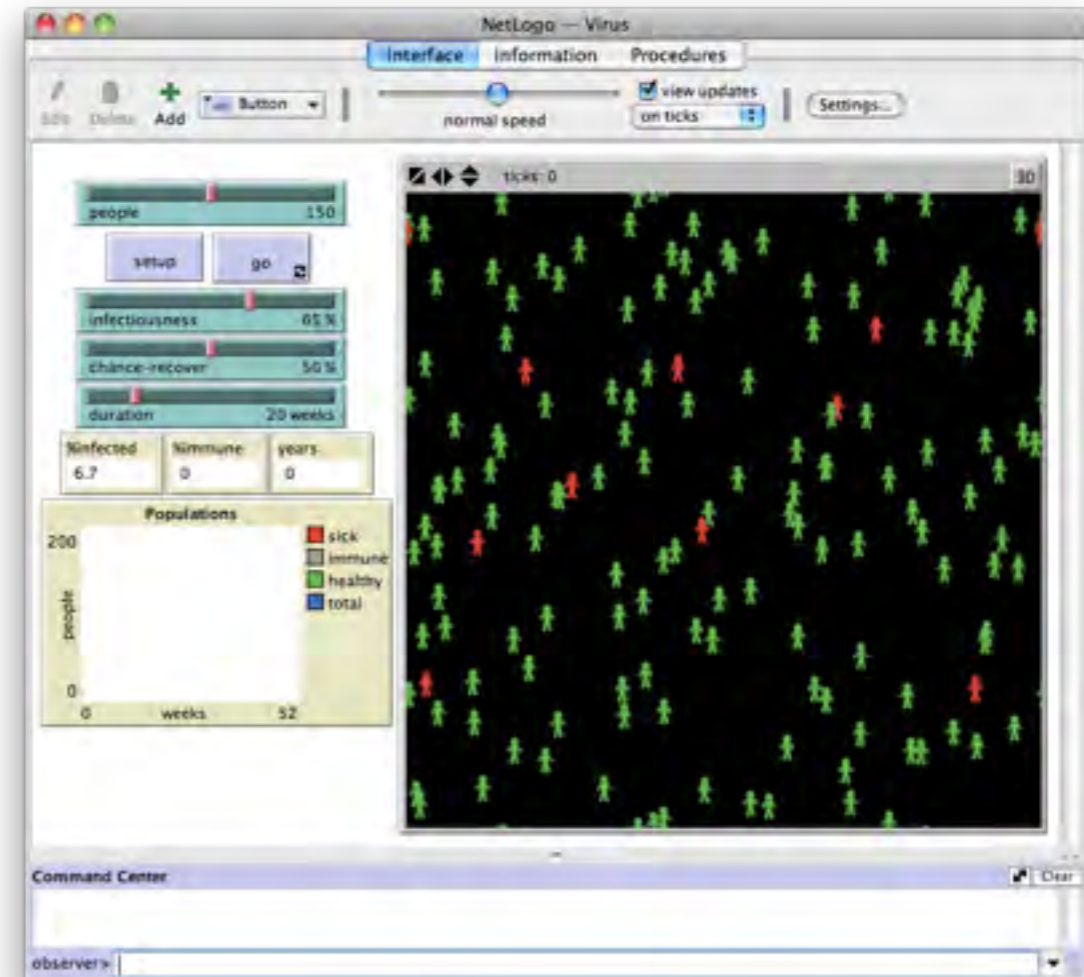
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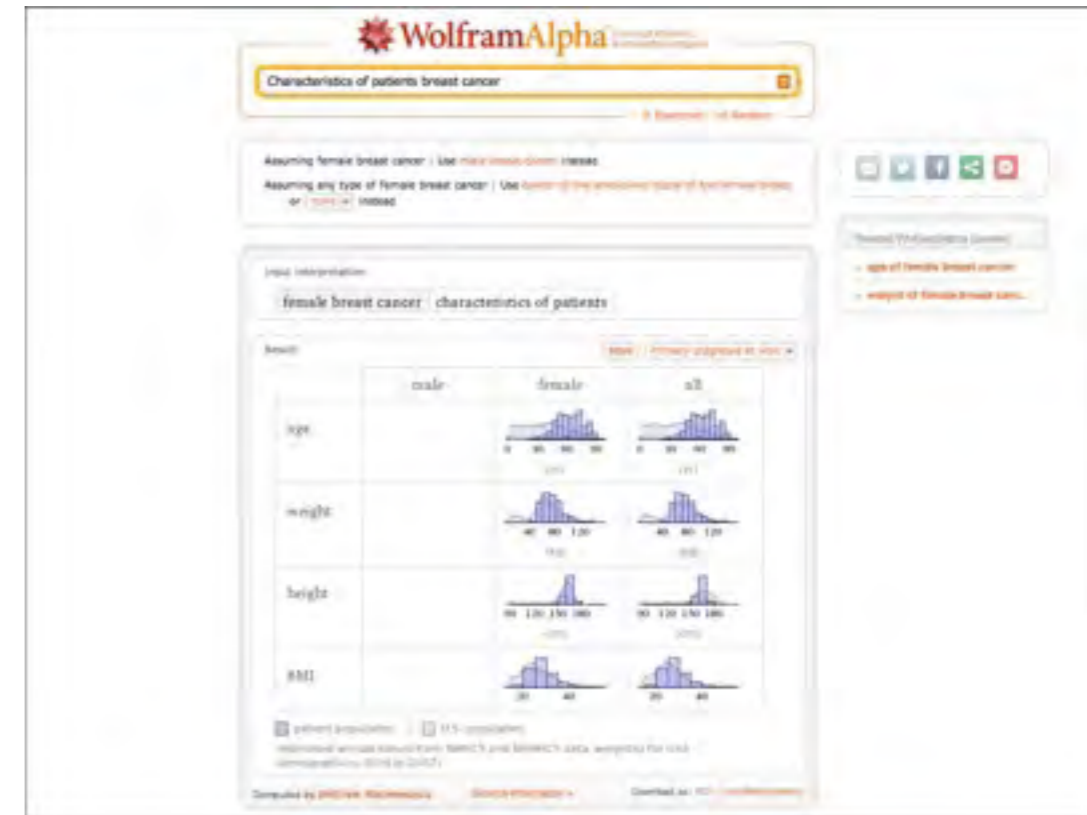
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Engaging the World

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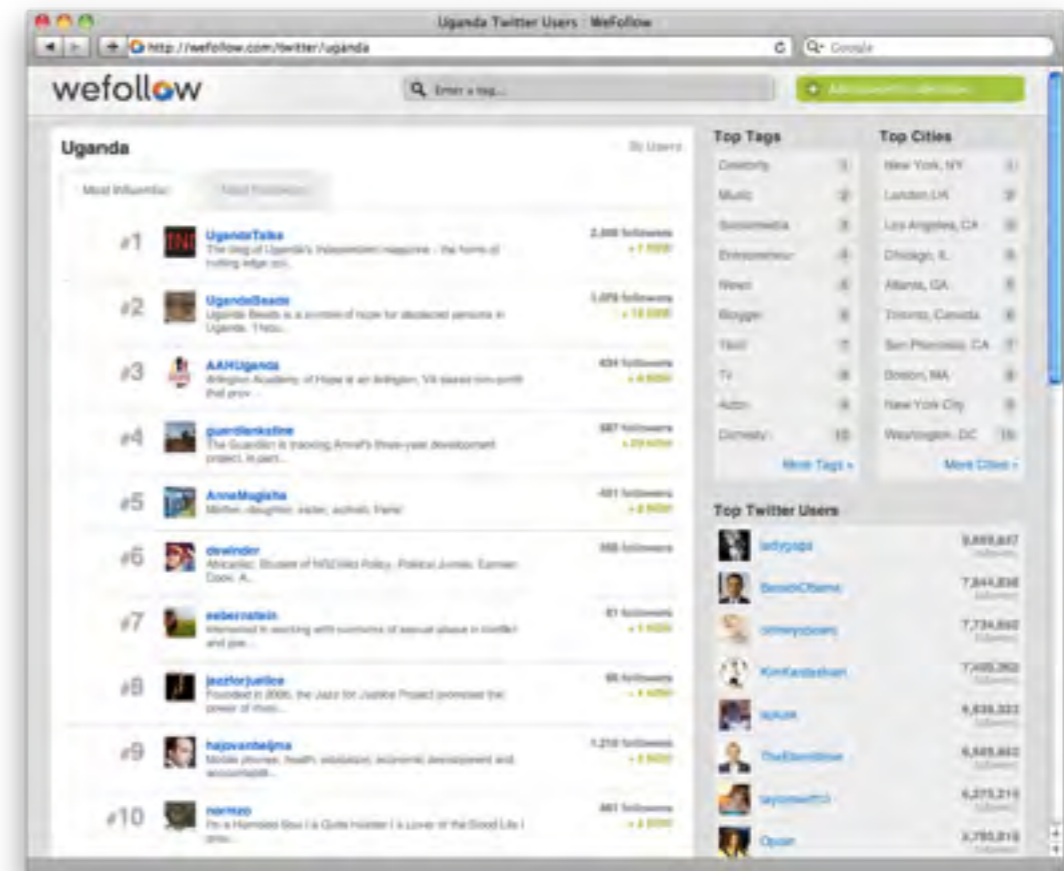
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# Metaphors 2: Mobility, Sketchbooks, and Curiosity

# Three Key Characteristics of Mobile Devices

---

- Ubiquity
- Intimacy
- Embeddedness













# Two Key Metaphors

---

- The Lively Sketchbook
- The Curiosity Amplifier











My name is  
Ernest Miller Hemingway

Yours from July 21, 1899

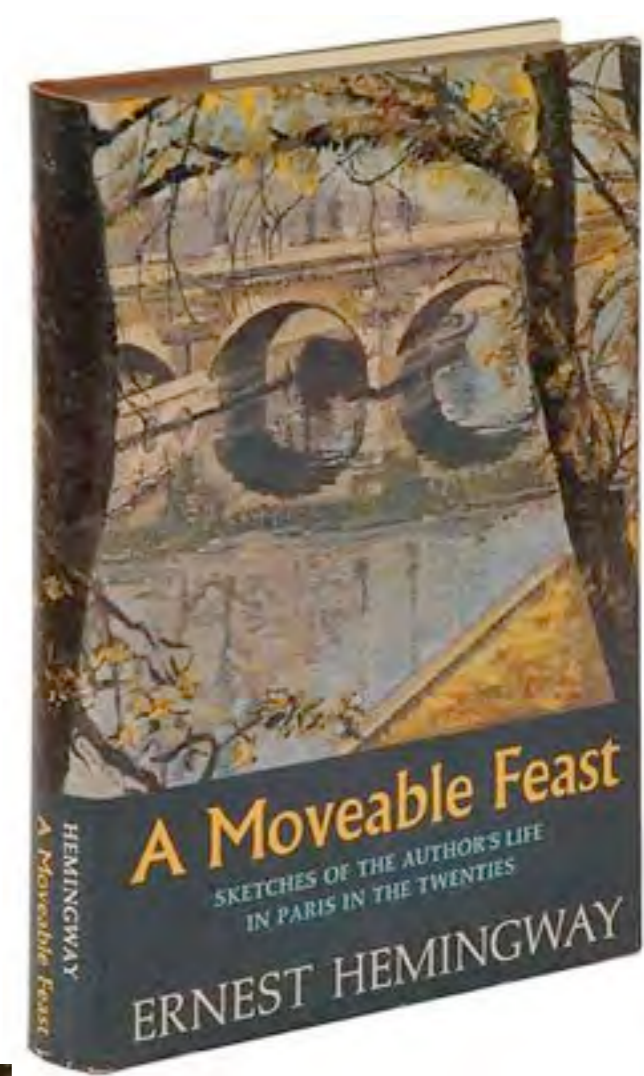
My favorite authors  
are - Kipling, O. Henry  
and Somerset Maugham  
W. Pitt.

My favorite flowers  
is Lady slipper and  
Tiger Lily.

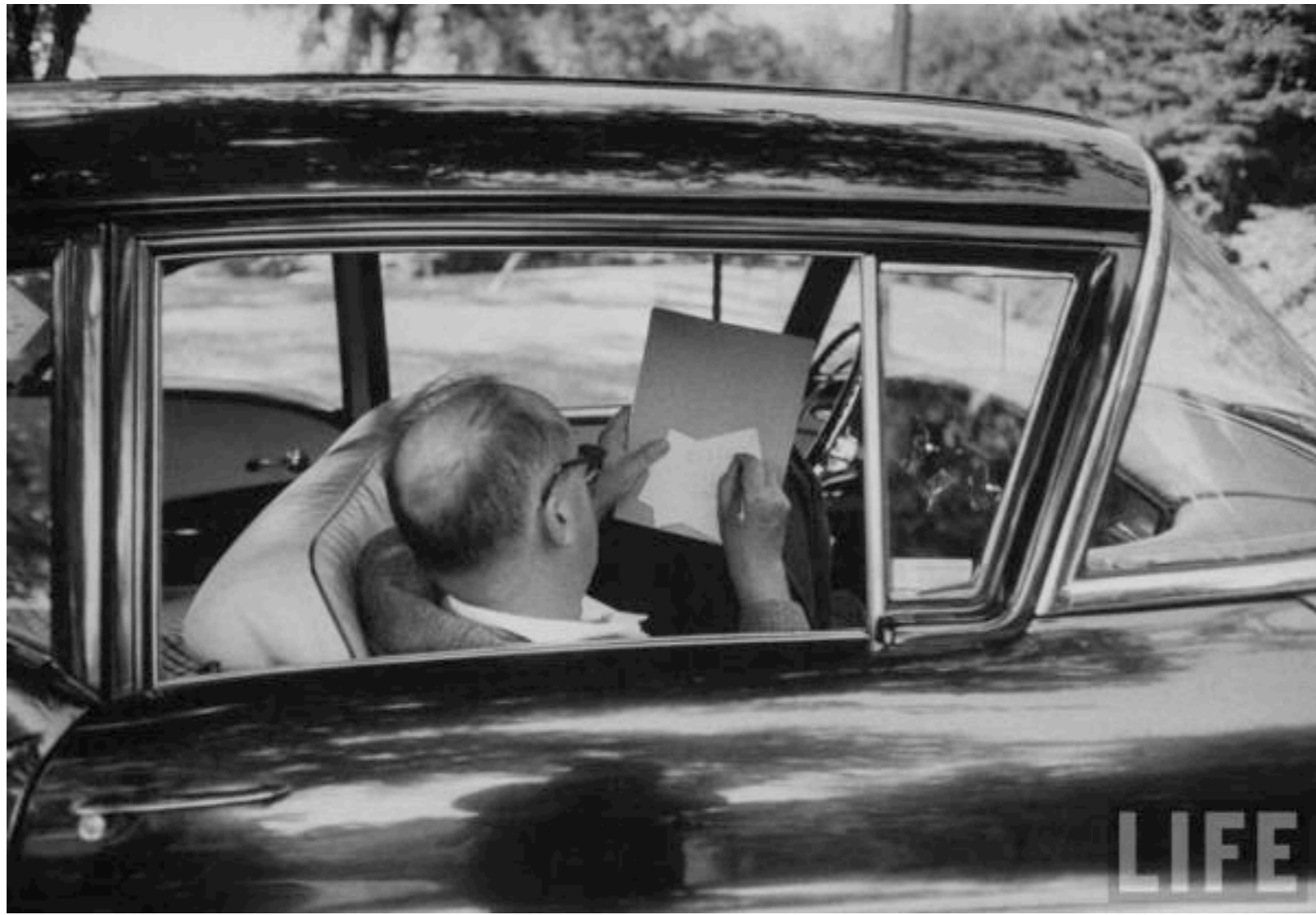
My favorite sports  
are trout fishing,  
H. hunting, shooting, football  
and boxing.

My favorite study is  
and subjects, Jockey and  
Championship.

and with.







- General Search



- Media Search and Identification



- Lifestyle Search



- Social Network Participation



- News



- Books



- Augmented Reality





iPad 6:38 AM 83%

**Flipboard**  
your social magazine


Contents

Featured

**Facebook**


Tap to sign in to Facebook...

**Twitter**



**Inside Flipboard**


Words That Matter




**Tech**

Send A Jobvite

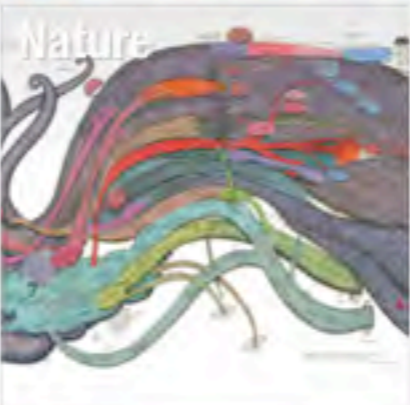
On Facebook On LinkedIn On Twitter




**Photos**



**Nature**




**Flickr**




**Google Reader**

Comparison of total hits (right scale) for Google Reader for 2008



Category	Hits (approx.)
1-4k	0.1
5-10k	0.2
10-15k	0.3
15-20k	0.4
20-25k	0.5
25-30k	0.6
30-40k	0.8
40-50k	1.0
50-75k	1.5
75-100k	2.0
100-200k	3.0
200-500k	4.0
500-1M	5.0
1-1.5M	6.0
1.5-2M	7.0
2-3M	8.0
3-5M	9.0
5-10M	10.0

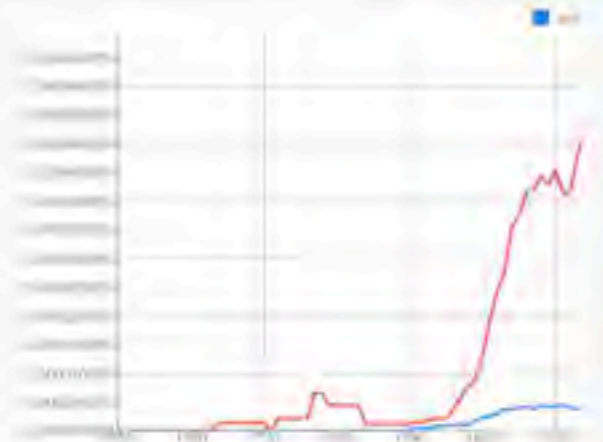
**Wired**



Page 1 of 1

iPad 6:41 AM 83%

Google Reader

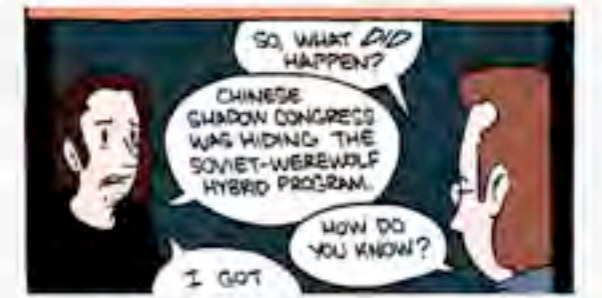


**"Critical Pessimism" Revisted: An Open Letter to Adam Fish**

henryjenkins.org • A few weeks ago, Adam Fish called me out through his blog, *Savage Minds*, for what he saw as a harsh and unfair representation of the Media Reform movement in the final paragraphs of my book, *Convergence Culture: Where Old and New Media Collide*. He did so for the most part by simply reprinting my own words to frame a story he wrote about the recent Media Reform conference.

I was a bit surprised to find myself singled out as an enemy of the Media Reform movement. If I am the biggest obstacle to your success, you are much closer to victory than I had previously imagined. :-)

The experience was uncomfortable for me, but in a very constructive way, in that it ...



SO WHAT DID HAPPEN?

CHINESE SHADOW CONGRESS WAS HIDING THE SOVIET-WEREWOLF HYBRID PROGRAM.


HOW DO YOU KNOW?

I GOT

**Don't try this at home**

languageblog.upenn.edu • Following up on my posts about locative denominal verbs, yesterday's SMBC: Without professional guidance, that kind of exploration could go off in all kinds of directions: And instead of emerging with some sensible conclusion ("...the bivalent analysis can form a basis for a unified theory of causativization across languages while the theta-role analysis cannot..."), you could wind up who knows where...

**New app visualises your vehicle and driving activity**



visualisingdata.com • Since 1996 cars have been built with on-board computers to capture and store a wide range of diagnostic and ...



< swipe

# ZINE

PERSONALIZED MAGAZINE



## TOP STORIES

### National Education Crisis Could Spell Venture Capital Opportunity

A decade ago, the dot-com boom fueled a wave of venture investment in Internet-enabled education companies. Since then, the evolution of social media coupled with improvements in connectivity and mobility would seem to presage a new class



### How to Tweet From Email



There are many different third-party Twitter tools online that can help you become more productive in the way you use the micro-blogging tool. For example, there might come

### Teachers want to ditch Jane Austen because 'schoolboys don't have the stamina'



Teachers want to ditch classic novels in favour of shorter books because they reckon boys do not have the stamina to read more than 100

### PhD Detachment



I co-supervise a student who surprised us at lunchtime last week by saying: "I just don't care anymore. What ever"

### 6 Reasons Why Tablets Are Ready for the Classroom



Vincent Madan is Vice President of McGraw-Hill Higher Education eLabs, which works with

## Sections

ARTS & CULTURE

GAMING

MAC

SCIENCE NEWS

SOCIAL MEDIA

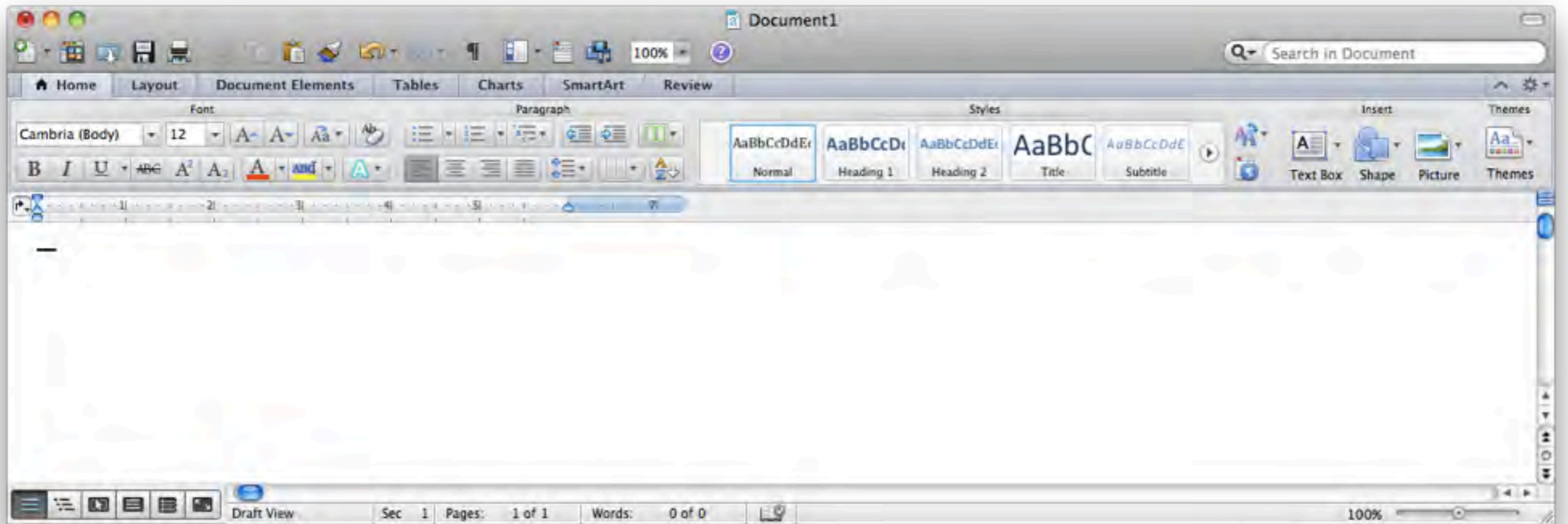
TECHNOLOGY

WEB DESIGN & USER EXPERIENCE

EDUCATION

CUSTOMIZE

Flows



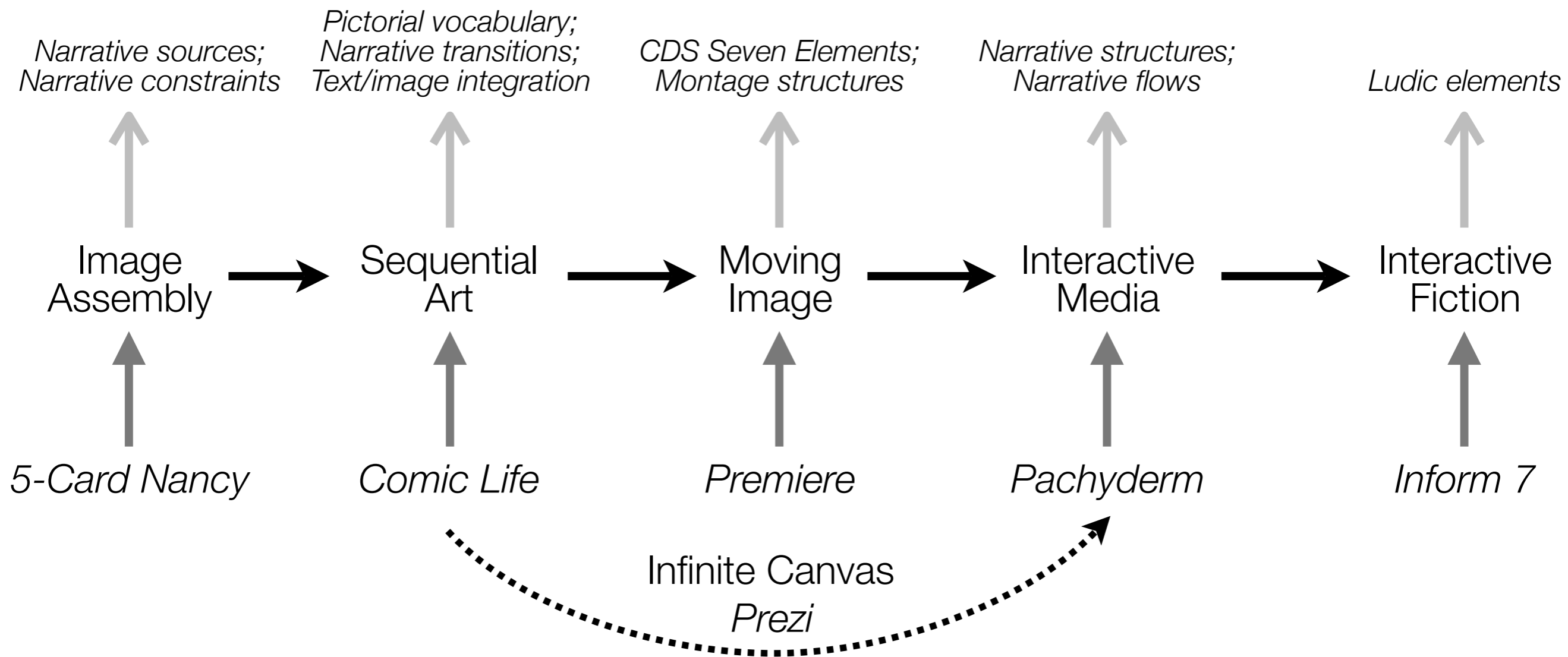


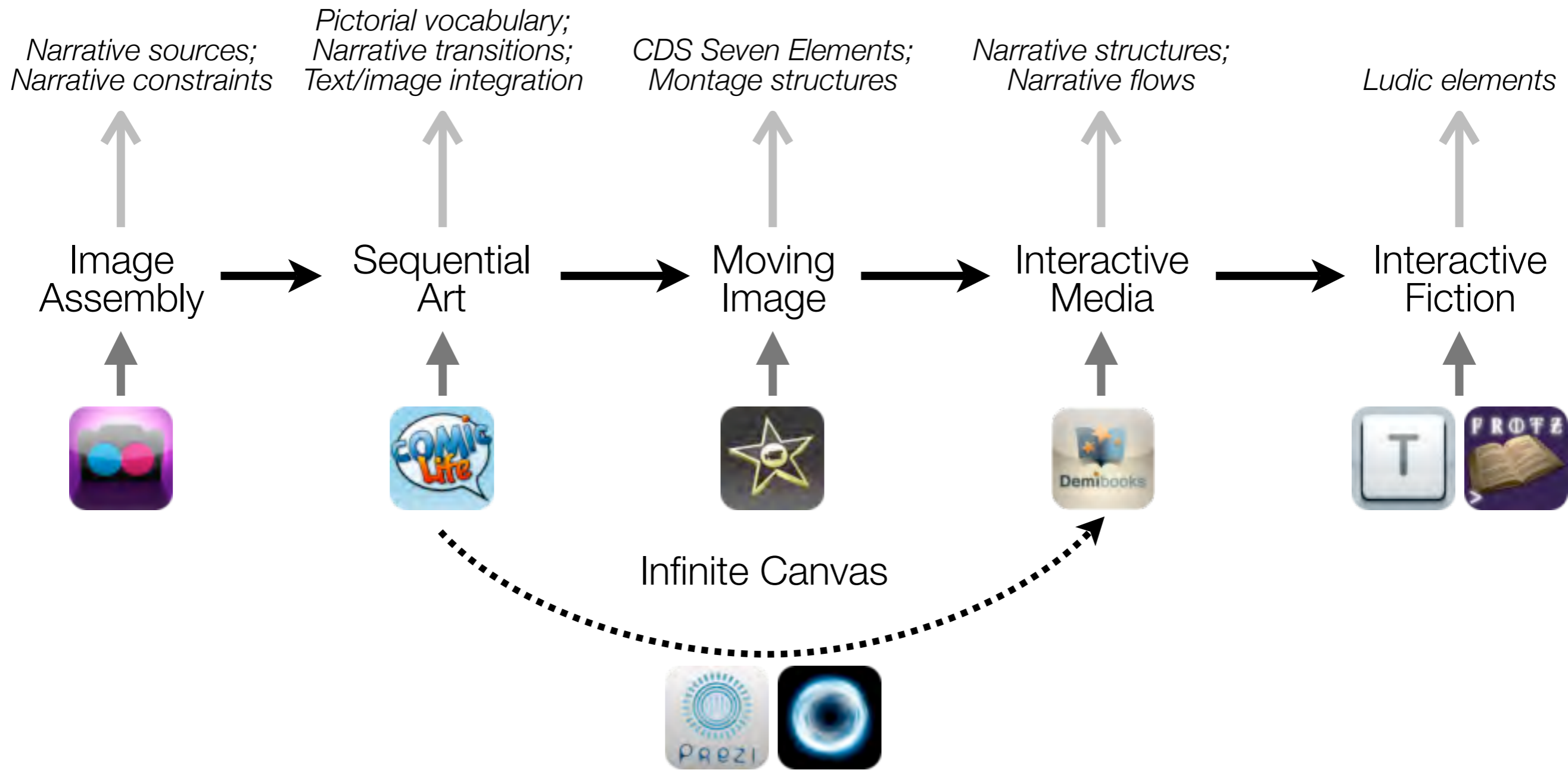


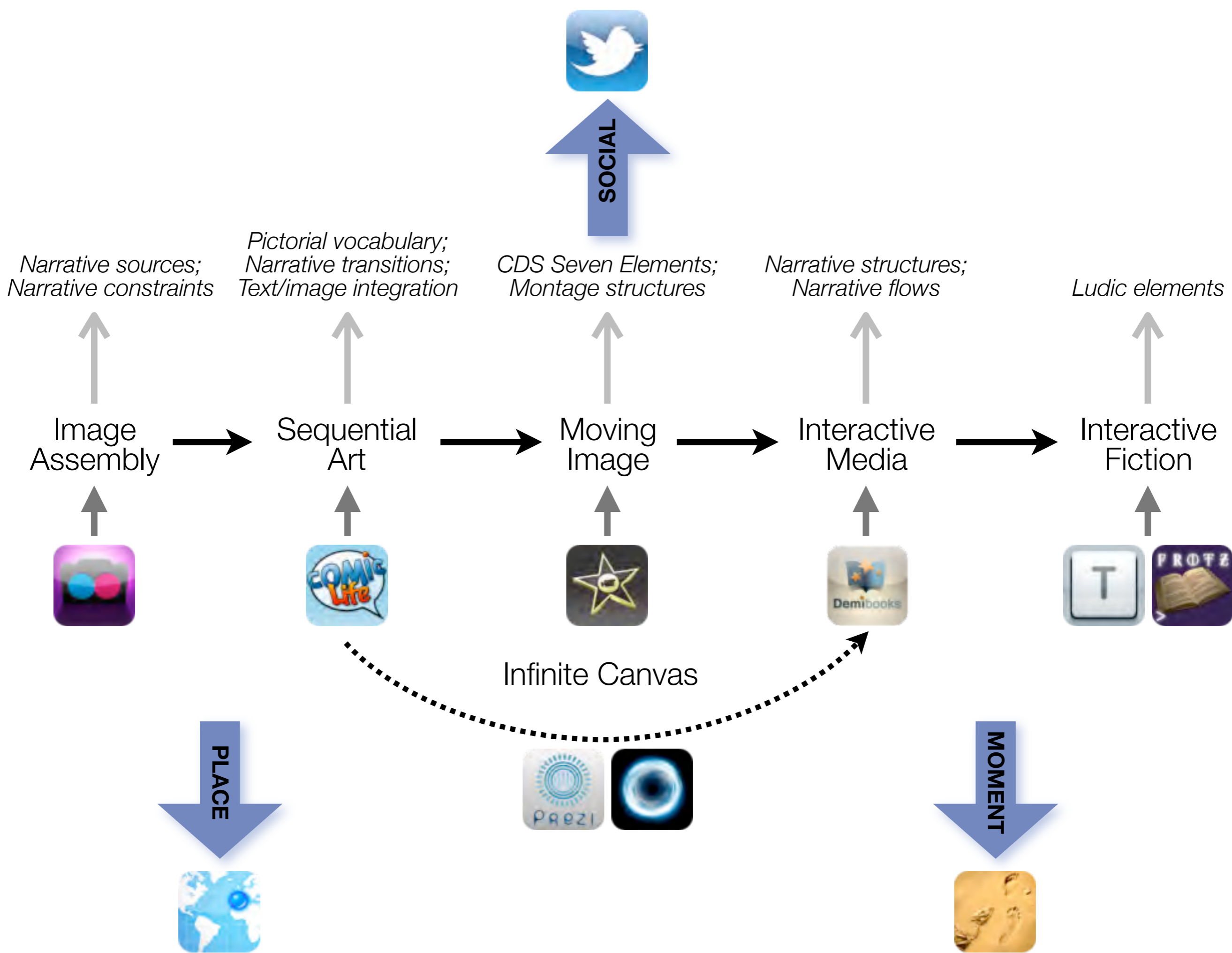
# Building Flows

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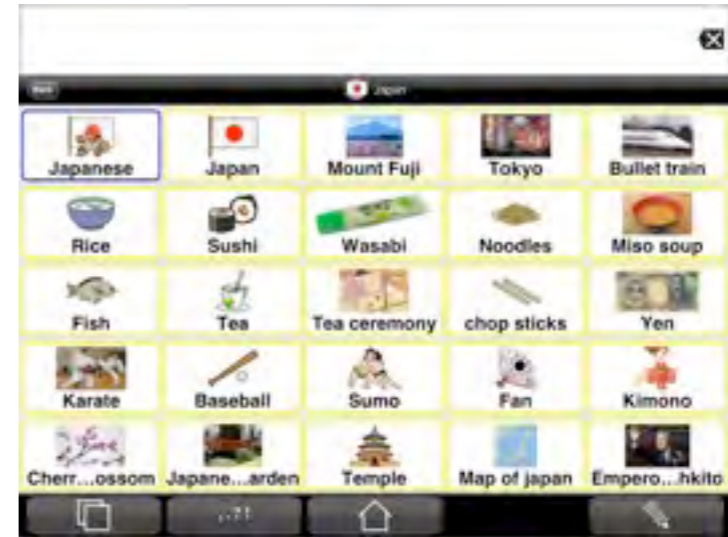
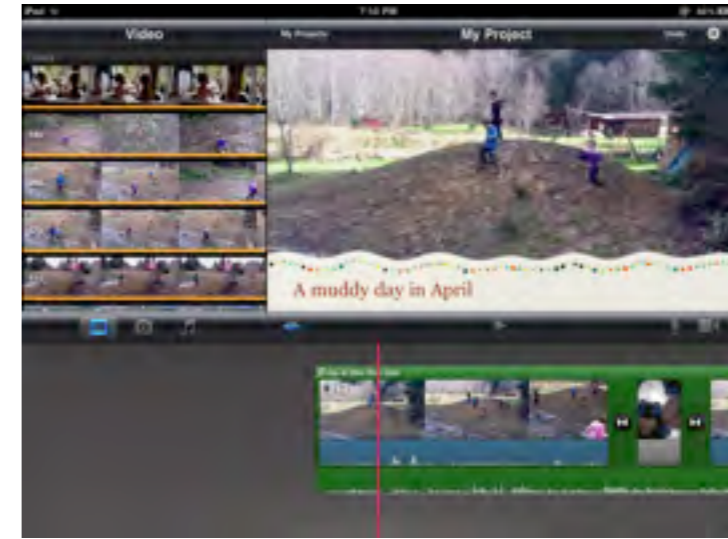
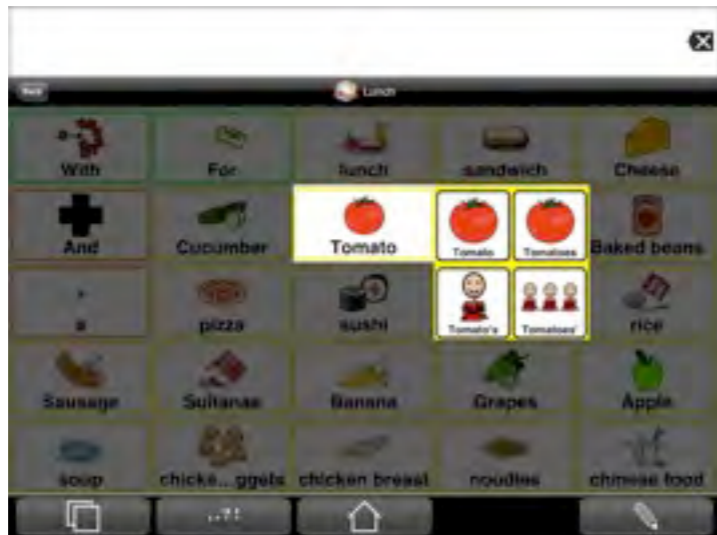


# A SAMR Ladder for AAC

Modification



Substitution



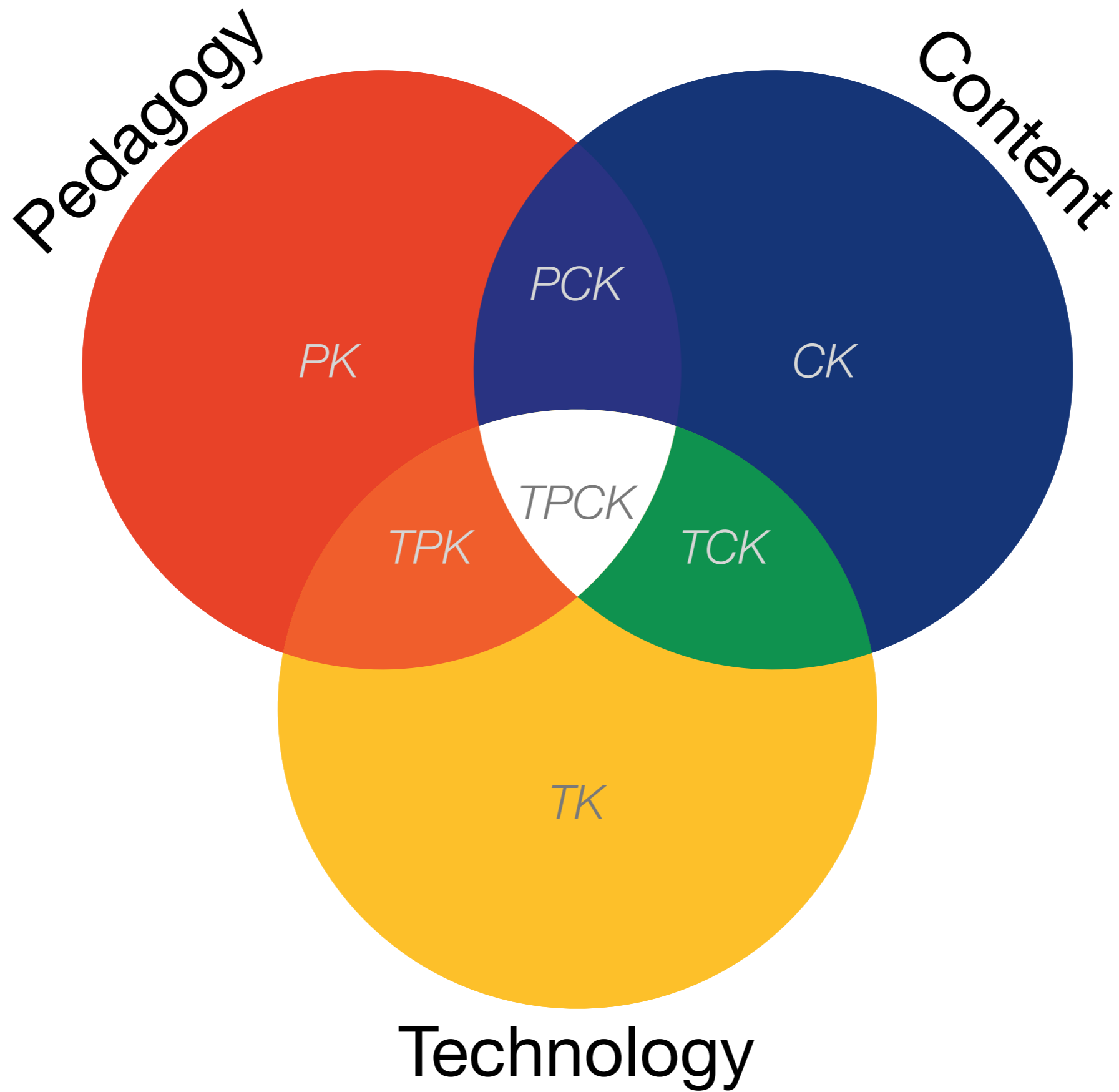
Redefinition



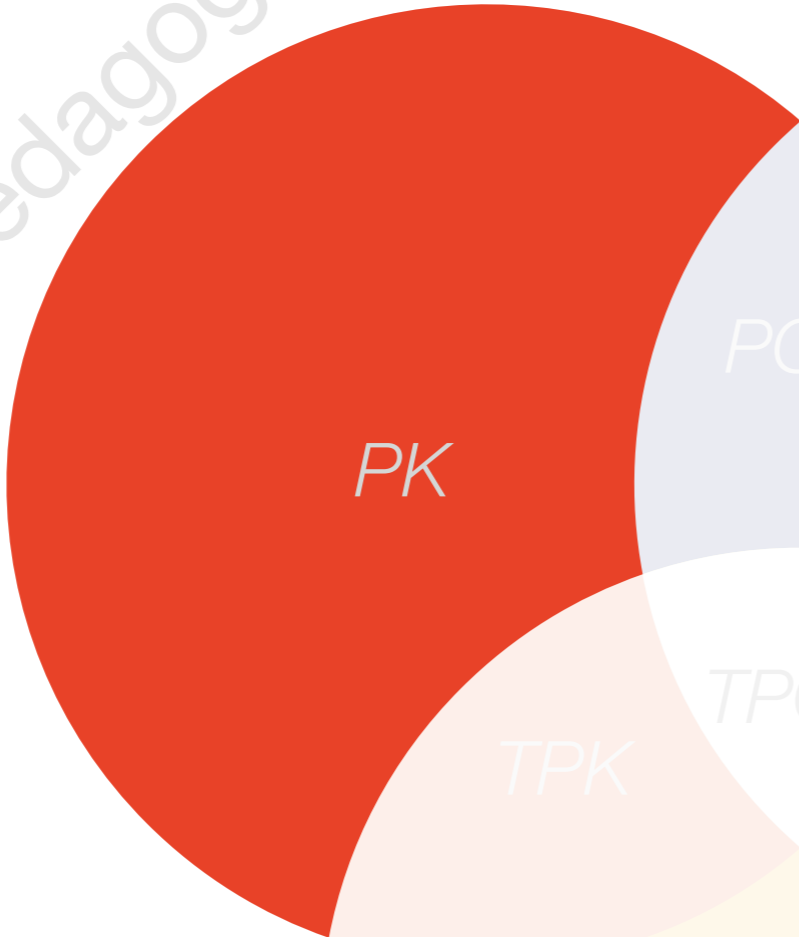
Augmentation



# Models 2: The TPCK Model



Pedagogy



PK

TPK

TCK

Techn



WORKS OF ART EGYPTIAN ART

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MuseumKids

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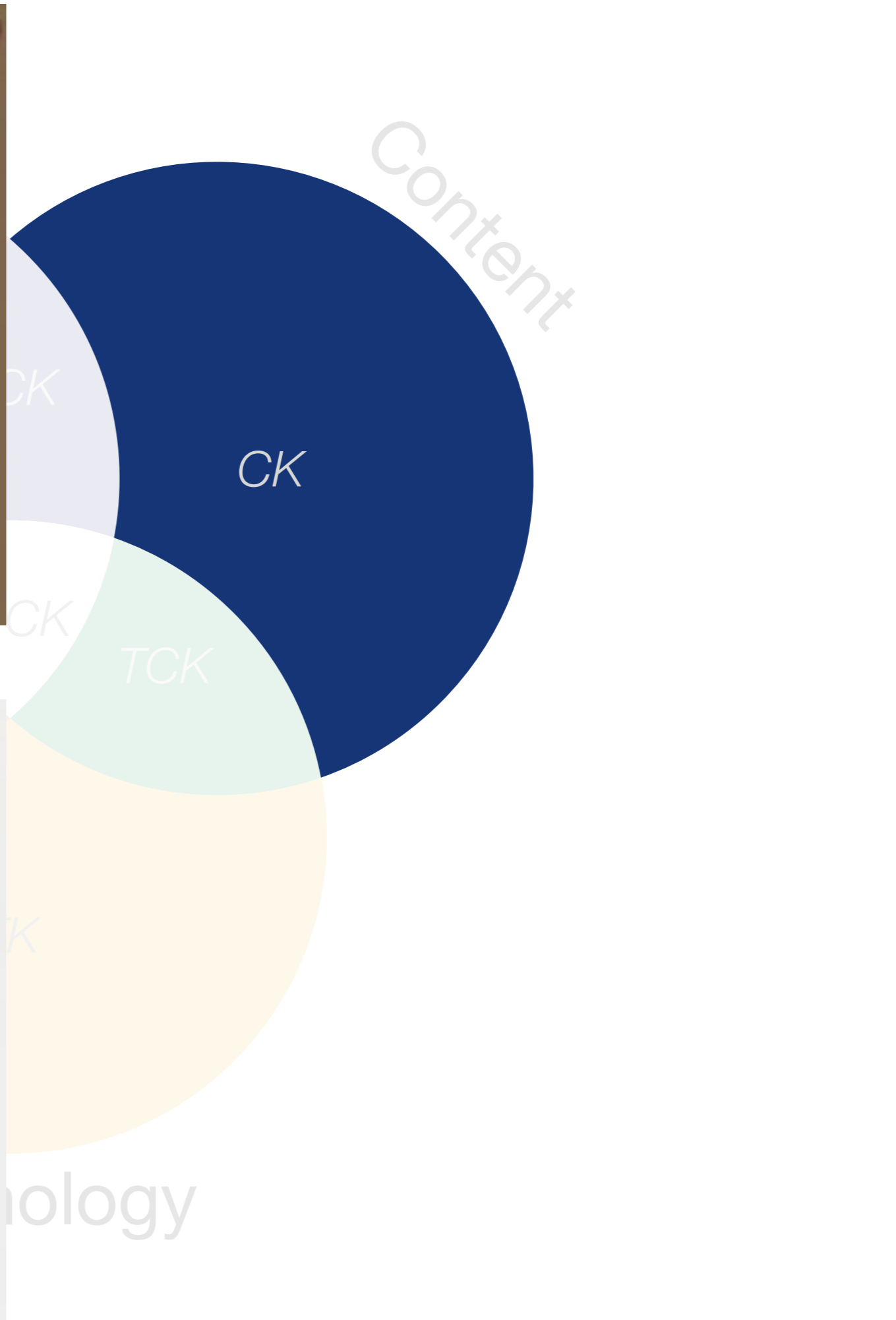
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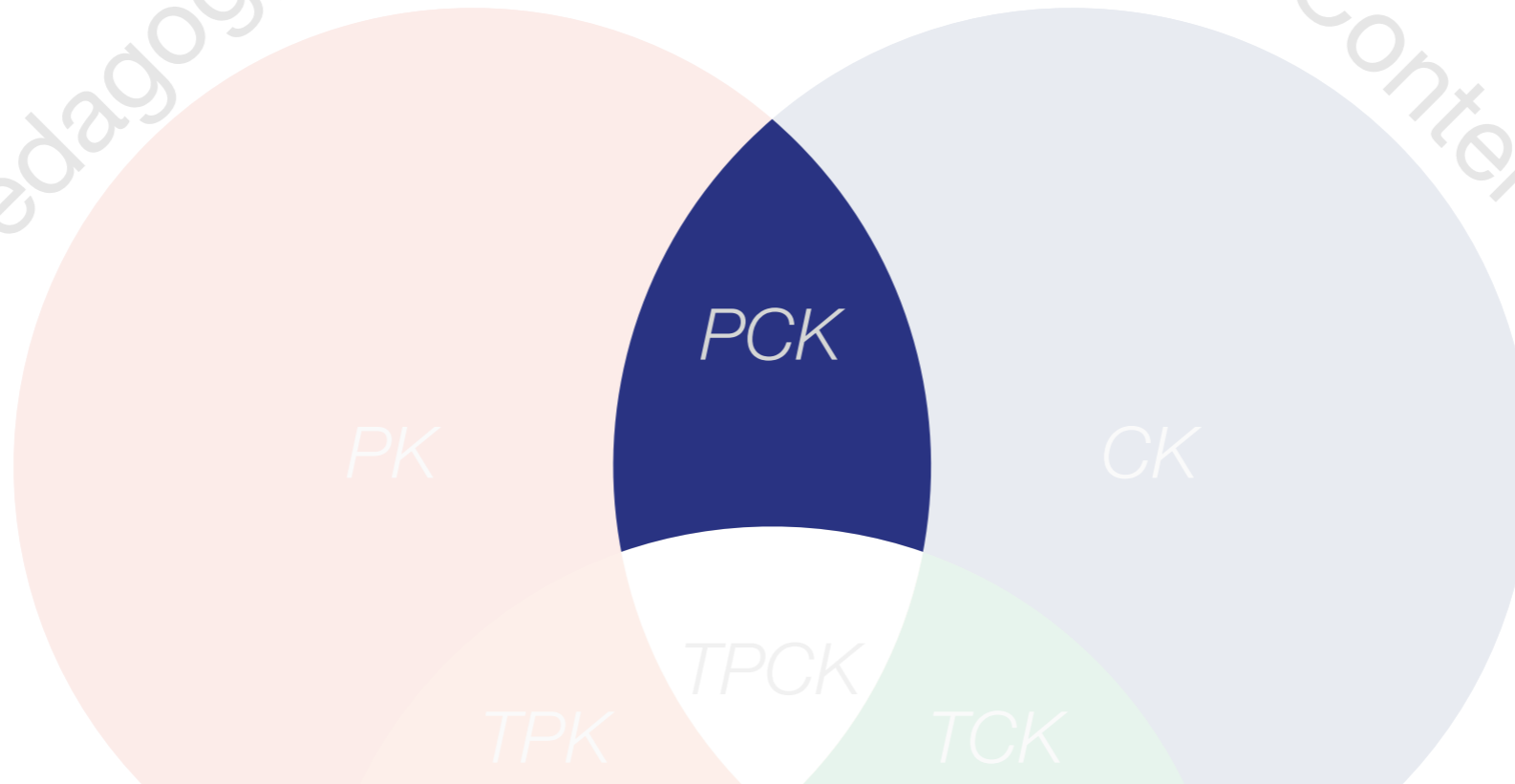
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Pedagogy

Content



**HISTORY MATTERS**  
THE U.S. SURVEY COURSE ON THE WEB

home | many pasts | evidence | www.history | blackboard | reference  
talking history | syllabi | students | teachers | puzzle | about us

SEARCH  GO!  
ADVANCED SEARCH GO!

### Making Sense of Evidence

This section helps students and teachers make effective use of primary sources. "Making Sense of Documents" provide strategies for analyzing online primary materials, with interactive exercises and a guide to traditional and online sources. "Scholars in Action" segments show how scholars puzzle out the meaning of different kinds of primary sources, allowing you to try to make sense of a document yourself then providing audio clips in which leading scholars interpret the document and discuss strategies for overall analysis.

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Written by Linda Shopes, this guide presents an overview of oral history and ways historians use it, tips on what questions to ask when reading or... [\[more\]](#)

##### [Making Sense of Films](#)

Written by Tom Gunning, this guide offers an overview of early twentieth-century film and how historians use it, tips on what questions to ask when... [\[more\]](#)

##### [Making Sense of Maps](#)

This guide offers an overview of the history of maps and how historians use them, a breakdown of the elements of a map, tips on what questions to ask... [\[more\]](#)

##### [Making Sense of Numbers](#)

Written by Gary J. Kornblith, this guide offers an overview of

#### Scholars in Action

##### [Analyzing an 1804 Inventory](#)

In this interview Barbara Clark Smith discusses strategies for analyzing household possessions, specifically a 1804 inventory of the possessions of... [\[more\]](#)

##### [Analyzing Political Cartoons](#)

In this interview, Michael O'Malley discusses strategies for interpreting political cartoons, specifically an 1876 Thomas Nast cartoon. The cartoon... [\[more\]](#)

##### [Analyzing Blues Songs](#)

In this interview, Lawrence Levine discusses strategies for listening to and interpreting music, specifically two blues songs, "Two White Horses... [\[more\]](#)

##### [Analyzing Photographs](#)

In this interview, Frank Goodyear discusses strategies for

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**Title:** "Old Stuff" for New Teaching Methods: Outreach to History Faculty Teaching with Primary Sources

**Authors:** Malkmus, Doris

**Descriptors:** Research Methodology; Primary Sources; Educational Change; Research Skills; Historians; History Instruction; Teaching Methods; Courses; Educational Innovation; Reference Services; Undergraduate Study; Folklore Studies; Interviews; Surveys; Electronic Libraries

**Source:** portal: Libraries and the Academy, v10 n4 p413-435 Oct 2010

**Peer-Reviewed:** Yes

**Publisher:** Johns Hopkins University Press, 2715 North Charles Street, Baltimore, MD 21218. Tel: 800-548-1784; Tel: 410-516-6987; Fax: 410-516-6968; e-mail: jorder@jhupress.jhu.edu; Web site: <http://www.press.jhu.edu/journals/subscribe.html>

**Publication Date:** 2010-10-00

**Pages:** 23

**Pub Types:** Journal Articles; Reports - Research

**Abstract:** New approaches to undergraduate history education rely on primary sources. This study, based on a 2008-2009 online survey of 627 academic historians and 25 follow-up interviews, captures a snapshot of the current use of online, published, and archival primary sources used in new teaching methods. It identifies three distinct ways faculty utilize primary sources—analyzing documents in freshman courses, building

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The screenshot shows the homepage of the Horizon Report: K12 Edition Wiki. At the top, there is a banner for "THE NEW SCHOOL nmc horizon.k12 The Horizon Project: K-12 Edition". Below the banner, there is a navigation menu with "home" selected. The main content area features a title "Horizon Report: K12 Edition Wiki" and a sub-header "The generous support of HP's Office of Global Social Innovation makes this research possible and is thankfully acknowledged." The main text welcomes visitors to the workspace for the 2011 Horizon.K12 Project, explaining its purpose and the focus of the 2011 report. A sidebar on the left contains a "Wiki Tools" section with "Recent Changes" and a search box, and a "Horizon.K12" section with links to Home, About, Getting Started, Timeline, 2010 Short List, Methodology, Advisory Board, and How to Participate. A "Board Work" section includes links for Review Press Clippings and RQI: Discuss Topics. On the right, there is a "Horizon Reports" section with thumbnails for the 2011 and 2010 reports.

The screenshot shows the homepage of The Chronicle of Higher Education. The header includes the date "Thursday, May 5, 2011" and the site title "THE CHRONICLE of Higher Education". A navigation bar contains links for HOME, NEWS, OPINION & IDEAS, FACTS & FIGURES, TOPICS, JOBS, ADVICE, FORUMS, and EVENTS. Below the navigation bar, there is a search bar and a "Sprint" logo. The main content area features a featured article titled "Using Google Docs Forms to Run a Peer-Review Writing Workshop" by Ryan Cordell, dated May 4, 2011, 3:00 pm. The article includes a photo of a classroom and text describing the author's experience using Google Docs Forms for peer review. To the right of the article is an advertisement for SAS Analytics, titled "Boost retention, graduation rates and alumni development with analytics." The advertisement features the word "ANALYTICS" in large letters and a "CLICK HERE FOR WHITE PAPER" button. At the bottom right, there is a logo for "ph" (ProfHacker) and a brief description of the site's content.



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**Beyond Search: Literary Studies and the Digital Library**  
 Beyond Search is a project-driven, collaborative enterprise. It explores macro-scale literary questions by leveraging technology and large digital repositories.

Recent projects have included a study of narrative and descriptive language, which utilized machine learning to classify 1.7 million sentences from 1200 19th century novels as well as a parallel project that employed text-analysis to detect moments of authorial interjection in the novel.

[Go to Beyond Search](#)

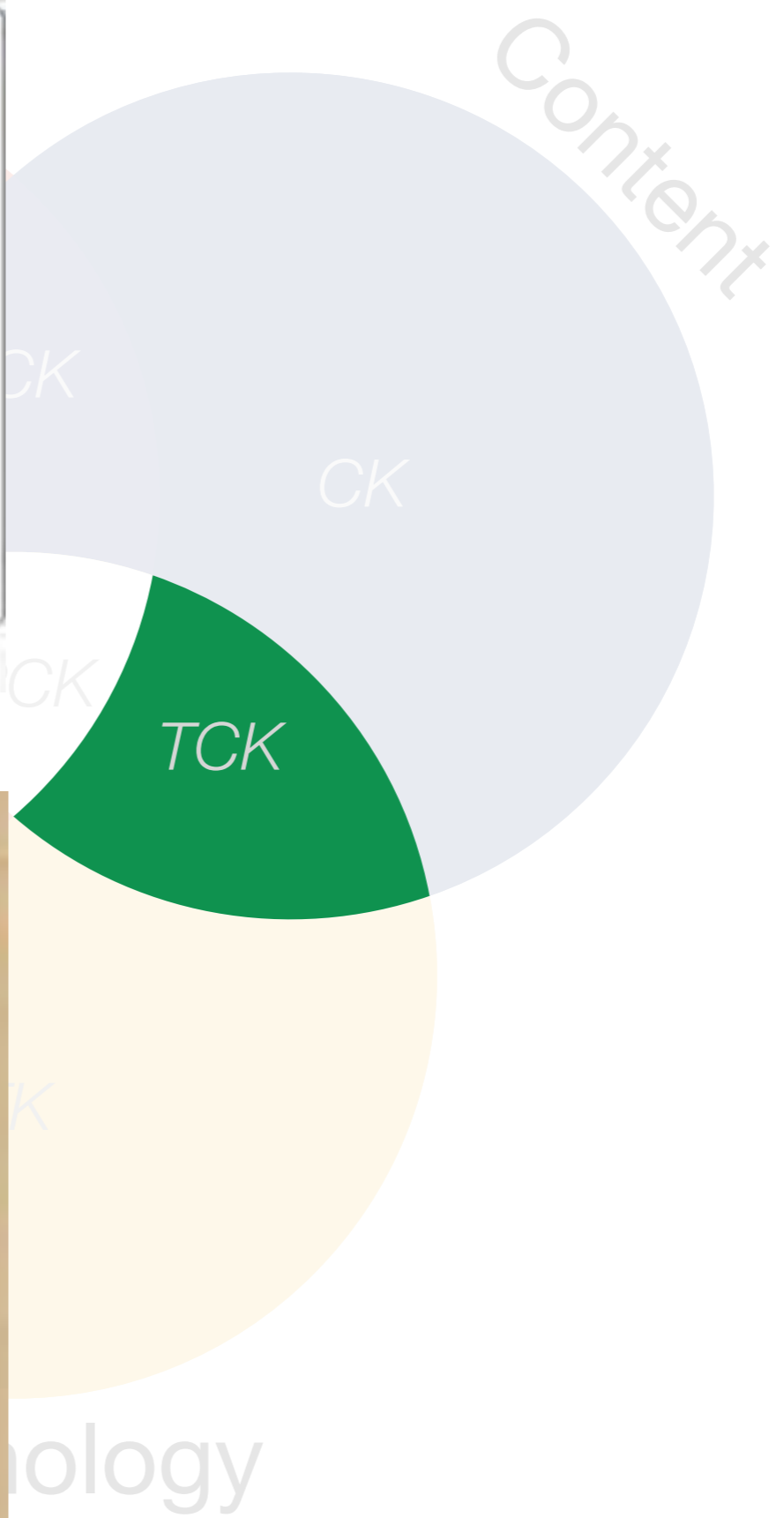
**Arcade**  
 In the academic sense, a salon is a gathering of intellectuals who engage in thought provoking discussions. Taking a cue from the social media trend, a group of humanities scholars have created a new and improved virtual incarnation of the salon.

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 With the help of advanced visualization techniques, this project is literally "mapping" the Republic of Letters, by plotting the geographic data for the senders and receivers of correspondences. These maps will allow researchers to perceive the larger patterns of intellectual exchange in the early-modern world and raise new questions about the importance of places, nations, and cities, in the circulation of knowledge.

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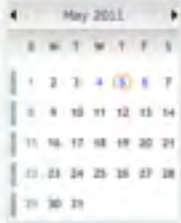
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**Welcome back, Skate**  
Posted on May 3, 2011 by [Aracelis Venturoso](#)

Over one month from my last post. Hmmm. It has been a hell of a month. I have been working day and night to put together a new Grant for the US Dept. of Education, which went out last Friday, April 29. At the same time I had to...

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**The ds106 99: #46 The Thing in 7 minutes**  
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## Metaphors:

- Vannevar Bush, “As We May Think”. *The Atlantic Monthly*. (July 1945) Online at: <http://www.theatlantic.com/magazine/archive/1969/12/as-we-may-think/3881/>
- Douglas C. Engelbart, *A Research Center for Augmenting Human Intellect*. (December 1968 live demo) Archived online at: <http://sloan.stanford.edu/mousesite/1968Demo.html>
- Alan Kay, “A Personal Computer for Children of All Ages”. *Proceedings of the ACM National Conference*. Boston (August 1972) Online at: <http://www.mprove.de/diplom/gui/Kay72a.pdf>
- Seymour Papert, “On Making a Theorem for a Child”. *Proceedings of the ACM National Conference*. Boston (August 1972) Online at: <http://portal.acm.org/citation.cfm?id=569942>

## SAMR and TPCK:

- Ruben R. Puentedura, *Transformation, Technology, and Education*. (2006) Online at: <http://hippasus.com/resources/tte/>
- Ruben R. Puentedura, *As We May Teach: Educational Technology, From Theory Into Practice*. (2009) Online at: <http://tinyurl.com/aswemayteach>
- *TPCK - Technological Pedagogical Content Knowledge*. (2008-2010) Online at: [http://www.tpck.org/tpck/index.php?title=Main\\_Page](http://www.tpck.org/tpck/index.php?title=Main_Page)
- AACTE (Eds.) *The Handbook of Technological Pedagogical Content Knowledge for Educators*. New York:Routledge, 2008.

# Resources – Part II

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## **Defining Mobile Devices/The Lively Sketchbook**

- Ruben R. Puentedura, “Drawing On The Lively Sketchbook”. *Connect@NMC Talks*. (2010) Online at: <http://www.nmc.org/connect/2010/april/16>
- Ruben R. Puentedura, “The Lively Sketchbook”. (2010) Online at: [http://www.hippasus.com/rrpweblog/archives/2010\\_01.html](http://www.hippasus.com/rrpweblog/archives/2010_01.html)

## **The Curiosity Amplifier**

- John Seely Brown. “A New Culture of Learning”. NMC Summer Conference, Closing Keynote. (2010) Online at: <http://www.nmc.org/2010-summer-conference/jsb-keynote-video>



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