PROPOSING SAMR FOR PLANNING K12 SYLLABUS BASED ON STUDENT VIEWS ON LEARNING USING TECHNOLOGY

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Abstract

Learning is always a lifelong process, and this is unavoidable in today's world. From books to the invention of computer technology, the way that we learn and share information with others has also evolved. There are many assumptions made regarding the way technology is impacting the learning capability for students. Still, information technologies have always held great promise for transforming our teaching, thinking and learning (Halverson, 2010). Though the internet allows students easier access to learning materials through their Mobile computing device, it will be useful to know how technology really helps learners enhance their learning experience, notwithstanding that the lack of technological knowledge often hinders learning via technology. Thus, this paper further seeks to determine the acceptance levels and identify key issues faced by students when learning through technological platforms. Data is collected via questionnaires administered to almost 700 students. Key findings included a drastic drop in using technology to learn when faced with National-Level examinations and the differences in the level of understanding between learning online versus conventional methods. From the results attained, recommendations are made on how SAMR can be used for technology learning to improve the effectiveness and experience of learning for students. A customised 6-stage cycle SAMR model is developed and proposed as a planning methodology for educators to use when designing a Technology Learning tool for students.

Keywords: K12, Planning Framework, Quantitative Study, SAMR, Technology in Learning.