CONTENTS – Developing interactive teaching and learning using the IWB: A resource for teachers

Sara Hennessy, Paul Warwick, Lloyd Brown, Diane Rawlins and Caroline Neale

PART A. THE TEACHER DEVELOPMENT RESOURCE (printed)
Developing interactive teaching and learning using the IWB

1. Introduction and use of the resource
   1.1 What is this resource for?
   1.2 How might the resource be used?
   1.3 What kinds of activities are involved?
   1.4 Deciding where to start

2. Stimuli for professional development
   2.1 Getting started
   2.2 What is dialogue?
   2.3 Considering classroom dialogue
   2.4 What role can the IWB play in supporting whole class dialogue?
   2.5 Extending our understanding of IWB technology use in a dialogic classroom to small group work and computer-based activity
   2.6 Using the Resource Bank
   2.7 Reviewing your learning
   2.8 Sharing new ideas
   2.9 Further resources

PART B. READER (printed)

Chapter 1: Creating a supportive environment for classroom dialogue (Simon Knight)
Chapter 2: Supporting dialogic teaching of personal safety with the interactive whiteboard in an urban primary school (Diane Rawlins)
Chapter 3: Developing a dialogic approach to interactive whiteboard use in English: teacher reflections and student perceptions (Caroline Neale)
Chapter 4: Using the interactive whiteboard to support dialogic teaching in history: The pupil perspective (Lloyd Brown)
Chapter 5: Supporting dialogue by exploiting interactive features of the IWB (Sara Hennessy)
Chapter 6: Effective group work at the interactive whiteboard (Paul Warwick)
Chapter 7: Learning to learn together with ICT and with the Internet (Rupert Wegerif)

READER APPENDICES

Appendices for Chapters 2-4: Original lesson flipcharts (online)
Appendix B6.1: Group interaction at the IWB - Light sources and reflectors (printed)
Appendix B6.2: Group interaction at the IWB - Food Chains (printed)
PART C. RESOURCE BANK (printed & online)

Dialogue and IWB activities

C1. Starting Simple
Displaying an open-ended prompt and/or a picture to stimulate discussion
Class brainstorm
Using pens to underline / circle key ideas
Sharing, discussing and comparing ideas in a whole class setting
Using ‘AfL tasks’ in developing dialogue
Drag and Drop – The Plenary Circle

C2. Moving On
Highlighting and annotating texts or images
Recording a teacher voiceover
Focusing attention using the spotlight, magnifier or ‘cover and reveal’
Understanding a text: taking it apart
Getting students to build on each other’s contributions; constructing knowledge together
Drawing objects on the IWB together
Drag and drop, argue and explain
Students selecting their own words / pictures / scenarios from a given set and manipulating / discussing them in pairs/groups
Matched resources: Arranging objects on the board and at desks to show understanding
Discussing definitions: using hide-and-reveal tiles
Using a wider variety of digital media: “multimodal” interaction

C3. Revisiting IWB resources in later lessons
Repeated display of resources created by teachers before a lesson sequence
Revisiting objects that were annotated or constructed jointly by a class
Revisiting objects created by other classes

C4. Case Study: Caroline’s Lesson Sequence
Using text and pictures to stimulate interest and initial dialogue
Matching terms and definitions
“Square of truth” or “magic box/window” activity
Focusing on evidence – identifying key parts of the screen
Reviewing work and framing a written task

C5. Case Study: Diane’s Lesson Sequence
Using open-ended prompts and students’ own recorded voices to stimulate discussion; use of tickertape/banner
Group recording and explanation
Negotiating classroom rules and procedures using the interactive whiteboard
Working using class talk rules

C6. Students working semi-autonomously in groups at the IWB

C7. Further ideas
Model mapping / mind mapping
Generating and testing provisional ideas
Use of a visualiser with the IWB
Interactive multiple choice quiz (“Who wants to be a millionaire?” style) or drag-and-drop matching activity / vortex sorting activity
Using subject-specific software interactively: GeoGebra
APPENDICES: Downloadable materials *(printed & online)*

Appendix A1: What do teachers use talk to do?
Appendix A2: Dialogue Table
Appendix A3: Expanded Dialogue Table
Appendix A4: Edited extract of whole class dialogue
Appendix A5: Creating a climate supportive for dialogue
Appendix A6: Teacher strategies for supporting dialogue with the IWB
Appendix A7: How can you engage all students in activity at the IWB?
Appendix A8: How can you find out what students think?
Appendix A9: Teaching and Learning Policy guidance and proposed action plan

FURTHER ONLINE RESOURCES

*IWB flipchart templates and instructions*

ActivStudio ideas.flipchart
Notebook ideas.notebook
Screen & Sound Recording (Activinspire).pdf

*Geogebra IWB resources*

adding_number_line.ggb
flower_symmetry.ggb
multiplying_fractions.ggb