

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

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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