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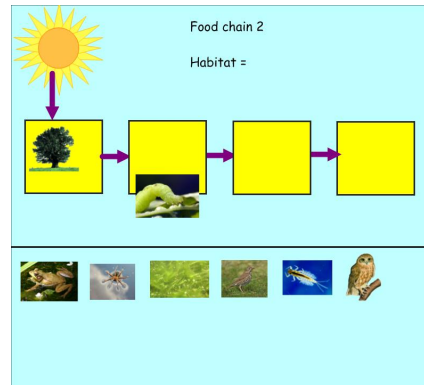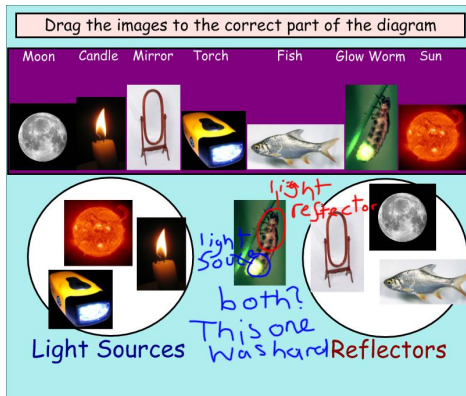


Two video clips illustrate primary school students in groups using the IWB semi-autonomously; these are Videos 6 and 7.

The IWB environments that feature in these lessons have both been set up by the teacher to have some elements that are fixed and some that can be moved by the students. Thus, the students' choices with respect to re-configuring the IWB screen are restricted, focusing them on the specific intended learning for the task.

Video 6 shows three students from a Year 5 class (aged 9-10) engaged in dialogue about where to place a glow-worm in a categorisation of objects as light sources or reflectors. In this example, the page sorter is open and provides easily accessible links to other tasks in the same topic. In this way the whole IWB file for the lesson can act as an assistive memory device for the pupils, should they need it.

Video 7 shows the Year 4 students (aged 8-9) discussing the selection of pictures of living things prior to placing them into a food chain that has been constructed on the IWB. The images have been hyperlinked by the teacher to descriptions of each organism, with the intention that the students can access information relevant to their task at appropriate times.

The key issues in setting up such IWB environments for students are:

i)   How many elements should be fixed and how many should be open to movement, hyperlinking or adaptation by the students?

This will depend not only on the age and experience of the students, but also on the nature of and complexity of the task.

ii)  How open to interpretation are the elements that are adaptable by the students, and does this matter?

For example, in Video 6 the students choose to place the glow worm in the centre of the two groups and, though this wasn't the teacher's intention, it makes for a much richer discussion.

In Video 7 the students did not use the hyperlinked information as intended by the teacher; instead, they opened all the links at the start of the lesson, read through the information and then proceeded (hence their irritation when touching an object brought up a hyperlink).