# PART C. RESOURCE BANK

Dialogue and IWB activity descriptions with screenshots

All videos referred to can be found at http://tinyurl.com/OUPIWB.

Note that all templates referenced are provided in SMART Notebook format and some are duplicated in ActivInspire, where indicated. Reader Appendices are in only the format originally provided by the teacher.

C1. STARTING SIMPLE

Displaying an open-ended prompt and/or picture(s) to stimulate discussion in whole class or groups
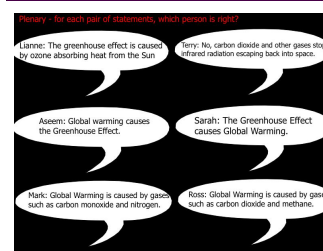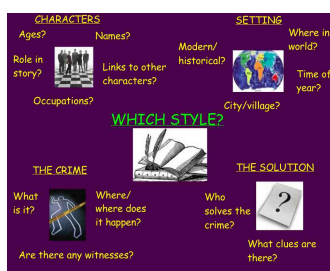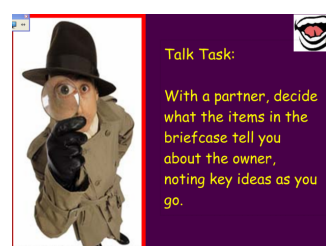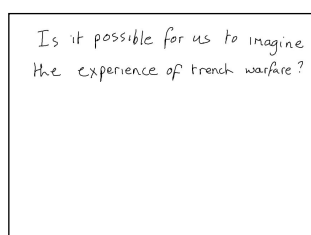
You might want to start by simply using a text or picture stimulus to encourage and focus discussion. You might even start by asking a really general question such as "Why is that on the screen" or "What meaning could this image have for the lesson we are doing at the moment?"

Using images combined with text helps to enliven information, or illustrate/review key points and characters in a complex story. You can also flip quickly between screens to draw on a variety of evidence.

TIP: Images taken from the internet, for example via a Google search, are almost always subject to copyright and you cannot re-use them without permission. To filter your Google search to images licensed as re-useable ("Creative Commons"), just enter the search term at **http://tinyurl.com/googlecc1.**

See templates: Notebook ideas – Photo stimulus; ActivInspire ideas – Photo stimulus

See flipcharts (for Examples 2-4): Reader Appendices B2.1, B3.1, B3.3


Class brainstorm

The teacher or students might exploit the interactivity of the board by using the pen to record ideas from the class in turn – underneath, over the top of or around edges of the stimulus prompt, discussing each one. Saving the results could be useful later on too.
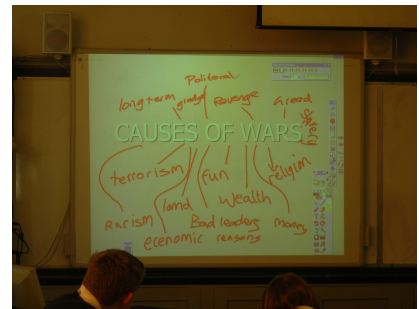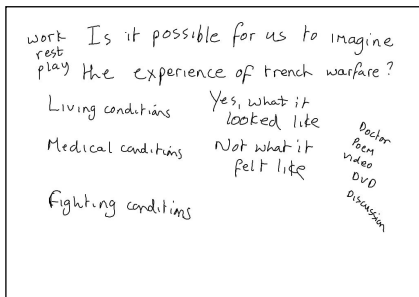

Using pens to underline / circle key ideas

This is a very straightforward use again; teacher or students might underline key phrases or circle key elements using the IWB stylus ('pen'), explaining their rationale each time. In this example a student identified key phrases in an historical text (an army doctor's 1914 diary) while the teacher managed the discussion.
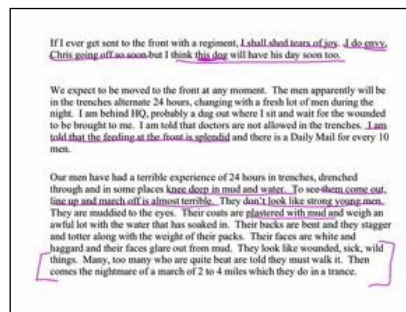
Students might also circle areas of an image for investigation and then verbalise their thinking.

Sharing, discussing and comparing ideas in a whole class setting

Students can compare and contrast different perspectives by sharing them publicly using the IWB (writing or drawing) and talking them through. They might be primed for this by making notes or drawings of their ideas in exercise books or on mini- (wipe-clean) whiteboards, then share them with the class. In the first example a pair of boys has negotiated a video storyboard and recorded their ideas on the IWB. The teacher can help students understand through the dialogue that there are often multiple, valid views.
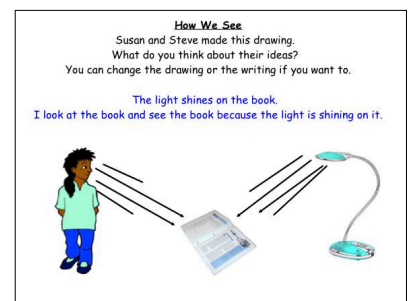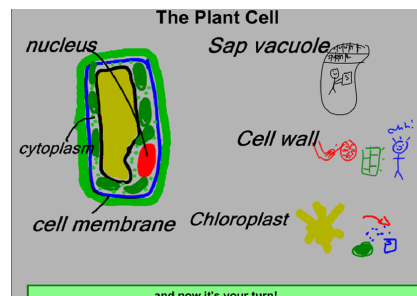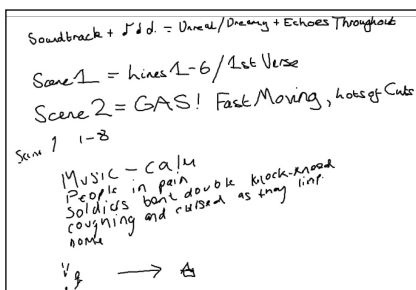
In the second example from science students generated their own personal representations illustrating how the plant cell wall protects and supports. Some of these were then drawn freehand onto the IWB or projected there using a flexible camera (form of visualiser) and publicly explained by students. In the picture shown, the cell wall protects a football player from a ball kicked towards him (the drawing adjacent to the words "Cell wall").

Video 9

In the final example, students debate contrasting perspectives during a plenary session or perhaps in pairs/small groups during a lesson.

See templates: Notebook ideas – Annotating a diagram (a & b); ActivInspire ideas – Annotating a diagram (a & b)

Using 'AfL tasks' in developing dialogue

'KWL' Grid -
Pupils discuss what they 'Know', 'Want to know' and return to the grid at the end of the topic/lesson and add what they 'Learned'.

| What I **K**now | What I **W**ant to know | What I **L**earned |

Many classroom tasks are explicitly designed to enable to children to articulate their understanding at specific points in their learning (Assessment for Learning); for example, 'concept cartoons' are often used in primary science classrooms to explore a range of ideas related to observable phenomena. Using an IWB for such collective tasks enables comments to be stored and returned to at different points in the teaching of a topic.
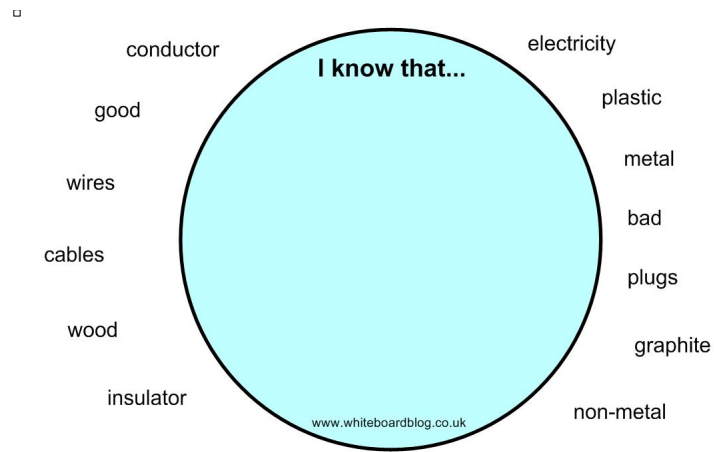
The template provided here is a KWL grid, where children are encouraged to express their initial *knowledge* about a topic and what they *want* to find out about it. There is then a space to review *learning* after a series of lessons.

See templates: Notebook ideas - KWL; ActivInspire ideas – KWL

Drag and Drop – The Plenary Circle

This is adapted from a simple idea by Danny Nicholson (http://www.whiteboardblog.co.uk/2011/01/iwbs-8-ideas-to-keep-it-simple/) for finding out or summarising what students have learnt at the end of a lesson. It consists simply of a large circle, with words arranged around the outside. All students get thinking time to come up with several sentences that start 'I know that ...' and then use one or two of the words in a sentence. Select a few students to come to the board and pull words in to the circle to share their sentences with the rest of the class.

To make it dialogic, make the words more provocative and/or ask students to link their sentence to what the previous person has said, or to respond to what the previous person has said before they contribute their own sentence.

conductor

I know that...

electricity

good

plastic

metal

wires

bad

cables

plugs

wood

graphite

insulator

www.whiteboardblog.co.uk

non-metal

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Danny reports that this idea has been used in lessons from Year 1 to Year 13. The idea is the same; it's just the words and concepts that get more difficult.

See templates: Notebook ideas – Plenary circle; Drag & drop