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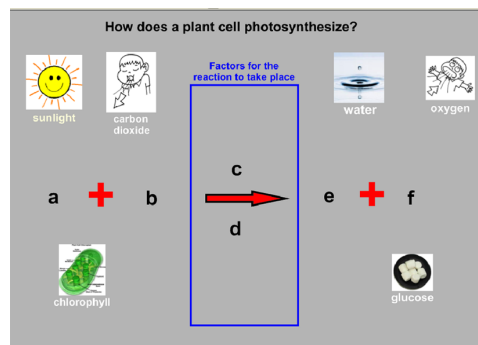
### **C3. Revisiting IWB resources in later lessons**

Saving and re-using resources and slides is a very powerful way of building up and sustaining dialogue over time, including between lessons. This can be done in several ways.

#### **1. Repeated display of resources created by teachers before a lesson sequence.**

The progressive building up – and constant revisiting of earlier components – of the equation of photosynthesis over 6 lessons (along with practical investigation) helped students to explore and understand

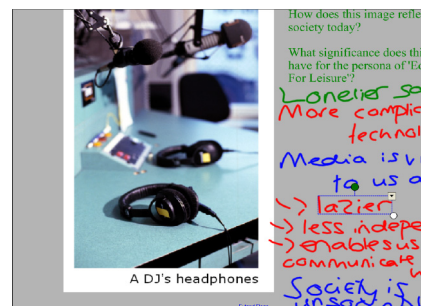
the role of each core element in the overall process. The teacher made constant reference back to earlier learning in order to help the students. Video illustrations of how the equation was built up over time and how the teacher managed and structured the activities surrounding it can be seen on the T-MEDIA multimedia science resource at <http://t-media.educ.cam.ac.uk> (Clips 1.3, second part of 2.3, first part of 4.2, 5.1).



## 2. Revisiting objects that were annotated or constructed jointly by a class.

This includes displaying previously annotated objects as optional, unobtrusive supports for further activity such as students doing their own writing after studying a topic or piece of literature. It includes allowing students to request or access resources or class products by themselves as needed for support.

One English teacher revisited the two annotated slides below in the subsequent lesson, to bridge between lessons, pulling together ideas from the two poems studied, and refocusing students, allowing them constant reference to their earlier ideas and thoughts. These memory aids reminded learners of what they already knew and provided a springboard for further discussion of the themes depicted.



## 3. Revisiting objects created by other classes.

Other classes' creations might be revisited as a memory aid, either as a stimulus to provoke thinking and make explicit learners' own views in response, or to explore differences between perspectives across and within groups. For example, history teacher Lloyd displayed a spider diagram depicting a brainstorm from another class about "how wars start" for comparison and contrast with current conceptions.

