

Developing Interactive Teaching and Learning Using the IWB

A resource for teachers



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Developing Interactive Teaching And Learning Using The Iwb

Hennessy, Sara, Warwick, Paul



Developing Interactive Teaching And Learning Using The Iwb:

EBOOK: Developing Interactive Teaching and Learning using the IWB Sara Hennessy, Paul Warwick, 2013-10-16 Do your students tune out from the IWB No matter how whizzy you make the technology do you have trouble engaging them Would you like some ideas to support a more interactive approach to using the IWB so that your students are more motivated and involved in your lessons Interactive Whiteboards IWBs are now found in the majority of UK classrooms and many teachers are highly technically competent with this technology Yet there is a need to develop expertise that capitalizes on such advanced technological equipment as an effective teaching and learning tool The aim of this resource is to support a more interactive approach to using the IWB especially in whole class teaching Research into classroom practices shows that more interactive approaches in particular engaging pupils in dialogue and discussion promote better learning This resource offers practical support and examples that help develop teaching practices that are more productive for learning focused around the use of the IWB This teacher resource has three key elements The Professional Development Resource takes you through discussion reflection and practical activities that focus on dialogue and the use of the IWB The Reader explores key issues related to use of the IWB in primary and secondary classrooms and directly supports the Professional Development Resource The Resource Bank offers video examples sample classroom activities explanatory screenshots and IWB lesson templates all available online Together with its website containing the resource bank this text is an essential toolkit for trainee and qualified teachers as well as senior leadership teams I fully recommend this set of extremely useful material containing a strong classroom voice endorsed by authoritative academic researchers Teachers will be drawn to this material and will be able to review their own practice reflect on the centrality of classroom spoken interactions and investigate how best to use the expensive item of technology on the wall to get the very best from their investment The blend of resources ideas and readings coupled with the video clips will provide a wealth of material to do just that It will prove very useful for teachers with any length of experience from those who might want to take a fresh look at their classroom practice to those new to the profession I will certainly draw from this in my CPD training with school staff Sally Elding Senior Adviser Primary Elearning Team The ICT Service Cambridgeshire This book ensures that interactivity in the classroom does not just mean the casual interaction of students with software Instead the authors show how to combine two very powerful tools the IWB and talk to create an effective and inclusive learning environment Chapters draw on classroom settings to show how use of the IWB can be enhanced by a focus on the quality of the talk that goes on between students and between teacher and learners Authors use practical experience to highlight the things that make the difference to the use of the IWB for example the establishment of exploratory dialogue the thoughtful organisation of group work and the creation of straightforward but stimulating IWB resources In addition the text provides clear guidance for teachers on how and why to raise student awareness of the importance of their discussion when making or considering digital artefacts There is a strong focus on ensuring that both

students and teachers understand best use of the IWB and that contexts for learning are provided which really merit discussion The Teacher Development section considers use of the IWB in a dialogic classroom and shows how best practice can be achieved with useful resources and a format for reviewing own learning The Reader section provides insight into the aspects of talk that fit together to generate a dialogic classroom context and crucially shows how use of the IWB is both enhanced by dialogue and contributes to students capacity to take part in learning dialogues with one another The Resource Bank draws on a range of classroom contexts providing examples to support teachers as they create their own lesson plans and ideas The text is accessible and interesting with complex ideas clearly explained and the book is readily navigated This book will enable teachers to plan for dialogue based on the motivating and interesting features of the IWB In particular it provides guidance for student use of the IWB and creation of own resources tailored to learning needs Teachers who wish to have a focus on dialogue will find here a theoretically based practical approach to ensuring that their students really benefit from interactivity with the IWB and with each other Dr Lyn Dawes Educational Consultant This valuable resource provides both a theoretical framework and pedagogic guidance to use the interactive whiteboard to its full potential with learners of all ages Written by established classroom practitioners and academic researchers it provides a set of resources which are grounded in the reality of classroom life but underpinned by academic rigour which make it useful to both student and experienced teachers alike Professor Gary Beauchamp Professor of Education and Director of Research School of Education Cardiff Metropolitan University UK Contributors Lloyd Brown Simon Knight Caroline Neale Diane Rawlins Rupert Wegerif

Developing Interactive Teaching And Learning Using The Iwb Hennessy, Sara, Warwick, Paul, 2013-10-01 This resource aims to provide teachers with the rationale model and examples they need to develop interactive approaches that will promote learning when using Interactive Whiteboards IWBs in the classroom

Learning to Teach Using ICT in the Secondary School Marilyn Leask, Norbert Pachler, 2013-10-08 Learning to Teach Using ICT in the Secondary School offers teachers of all subjects a comprehensive practical introduction to the extensive possibilities that ICT offers pupils teachers and schools Under pinned by the latest theory and research it provides practical advice and guidance tried and tested examples and covers a range of issues and topics essential for teachers using ICT to improve teaching and learning in their subject The third edition has been fully updated in light of rapid changes in the field of both ICT and education and includes six brand new chapters Key topics covered include Theories of learning and ICT Effective pedagogy for effective ICT Using the interactive whiteboard to support whole class dialogue Special needs and e inclusion Literacy and new literacies NEW Multi play digital games and on line virtual worlds NEW Mobile learning NEW e Safety Supporting international citizenship through ICT NEW Linking home and school ICT tools for administration and monitoring pupil progress NEW Tools for professional development Including case studies and tasks to support your own learning as well as ideas and activities to use with all your students Learning to Teach Using ICT in the Secondary School is a vital source of support and inspiration for all

training teachers as well those looking to improve their knowledge If you need a guide to using ICT in the classroom or for professional support start with this book **Bridging between Research and Practice** Sara Hennessy,2014-04-03 This book presents a fresh approach to bridging the perceived gap between academic and classroom cultures It describes a unique form of research partnership whereby Cambridge University academics and school teachers together grappled with and reformulated theory through in depth case studies analysing practice using interactive whiteboards in five subject areas The inquiry exploited the collaborators complementary professional knowledge bases Teachers voices are particularly audible in co authored case study chapters Outcomes included deeper insights into concepts of sociocultural learning theory and classroom dialogue more analytical mindsets sustained new practices and ways of working collegially The book reflects upon the power of lesson video review and details how the co inquirers negotiated intermediate theory bridging educational theory and specific settings framed in mutually accessible language and embodied in interactive multimedia resources for teacher development These include video clips analytic commentary from multiple perspectives lesson materials plus optional prompts for reflection and critique not models of best practice The resources make pedagogy explicit and vividly illustrate the book s ideas offering theory informed yet practical tools designed with and for practitioners Hennessy and colleagues have tested a model of ongoing teacher led development and innovation professional dialogue and classroom trialing stimulated by discussing selected multimedia resources The book will interest academic and teacher researchers initial teacher educators professional development leaders mentors plus practitioners interested in using interactive whiteboards and dialogic teaching It explores widening approaches to collegial development to reach educators working in other contexts with and without technology This could involve intermediate theory building or shortcutting by sharing and adapting the outcomes springboarding teachers further critique and professional learning I cannot recommend this book too highly it weaves a complex developmental story with a range of facets It emphasises clearly the rigour of the research that was conducted while demonstrating the complexity of the inter relationships practices and issues for both teachers and researchers in developing practical and theoretical knowledge Its graphic insights through text and associated media provide exemplars for teachers and those who work with teachers as a rich resource It shows us all what can be achieved and the means of achieving it Prof Barbara Jaworski University of Loughborough **Learning To Teach** Glazzard, Jonathan,Denby, Neil,Price, Jayne,2014-03-01 The book is intended to give enough information and ideas for trainee teachers to approach the practical business of teaching with confidence *Teaching the Primary Foundation Subjects* N/A WEBSTER,N/A MISRA,2015-04-16 This handy textbook offers a one stop compendium on teaching the extensive range of primary foundation subjects It takes an innovative three lens approach which considers the Identity and Pedagogy of each of the foundation subjects as well as presenting a Toolkit of teaching activities This useful framework helps you develop your knowledge and understanding of the foundation subjects as well as how to plan assess and teach these diverse subjects The book also helps

you understand the value that the foundation subjects bring and enables you to reflect on why and how to teach them in a creative imaginative and inspirational way In particular the book offers A clear structure that is easy to follow A concise overview of the curriculum requirements for each subject Great teaching ideas for each subject to try out in the classroom Links to academic research and practical experiences from the classroom With its rich range of creative and practical teaching activities and underpinned by the pedagogy and identity of each discipline this is essential reading for beginning and early career teachers Maggie Webster is Senior Lecturer and RE Subject Leader at Edge Hill University UK Sarah Misra is Senior Lecturer and PGCE Programme Leader at Staffordshire University UK An essential companion for both new and experienced educators of the Primary Curriculum Webster and Misra draw on the pertinent knowledge and experience of subject specialists to deliver a modern articulate and knowledgeable overview of how to effectively deliver the Foundation Subjects Their passion for the Foundation Subjects is evident through their in depth analysis of the value they have to the holistic development of children Through a comprehensive examination of subject identity effective pedagogy and creative teaching strategies Webster and Misra provide the tools to be a pro active reflective and versatile leader in the Foundation Subjects The knowledge and experience of the authors and contributors is evident in the books ability to convey theory and pedagogy using coherent and accessible language which makes it both informative and practical This book adopts a unique and fresh approach which seamlessly combines theory and experience to deliver information that is enlightening inspiring and truly useful Nick Murphy Edge Hill University Trainee teacher and Teaching Assistant This book fills a void in the world of ITE The links between theory and practice can be difficult to comprehend for those making their first steps into the profession With the three lens approach exploring the unique nature of each discipline synthesised with pedagogical aspects and creative ideas this book provides fabulous support for trainee teachers to clearly make those links I feel that Teaching the Primary Foundation Subjects will be an invaluable text for ITE providers to share with their students to support and guide them not only through their placements but through their academic work too Emma McVittie Senior Lecturer Primary and Secondary RE York St John University

Lesson Planning For Effective Learning Fautley, Martin, Savage, Jonathan, 2013-10-01 This book is about lesson planning which is an essential component of every teacher's practice

Learning to Teach History in the Secondary School Terry Haydn, Alison Stephen, James Arthur, Martin Hunt, 2014-10-10 An excellent companion to Learning to Teach in Secondary School full of good ideas and better advice Mentors will certainly want to use it and so I'm sure will the rest of the history department Make sure they buy one and keep your copy under lock and key Michael Duffy Times Educational Supplement A very well written and readable book Overall this is an excellent book and one which students and teachers outwith England would find a valuable addition to their library Scottish Association of Teachers of History Resources Review This book is without question the standard text for the history PGCE market Dr Ian Davies University of York on the first edition Learning to Teach History in the Secondary School

provides an accessible introduction to teaching and learning history at secondary level Underpinned by a theoretical perspective and backed up by the latest research it encourages student teachers to develop a personal approach to teaching history This fourth edition has been thoroughly updated for the new curriculum with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice It provides an array of references and materials that give a sound theoretical foundation for the teaching of history including weblinks to further resources while a range of tasks will enable students to put their learning into practice in the classroom Practical advice is combined with reference and access to a wide range of recent and relevant research in the field of history education to support Masters Level research and aid reflective practice Key issues covered include The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher this book remains an invaluable resource for all training and newly qualified history teachers

Language and the Joint Creation of Knowledge Neil Mercer, 2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children s lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer s work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and any reader interested in the role of language in education

Using New Technologies to Enhance Teaching and Learning in History Terry Haydn, 2013-02-11 Nearly all history teachers are interested in how new technology might be used to improve teaching and learning in history However not all history departments have had the time expertise and guidance which would enable them to fully explore the wide range of ways in which ICT might help them to teach their subject more effectively This much needed collection offers practical guidance and examples of the ways in which new technology can enhance pupil engagement in the subject impact on knowledge retention get pupils learning outside the

history classroom and help them to work collaboratively using a range of Web 2.0 applications. The chapters written by experienced practitioners and experts in the field of history education and ICT explore topics such as how to design web interactivities for your pupils, what can you accomplish with a wiki, how to get going in digital video editing, what to do with the VLE, making best use of the interactive whiteboard, designing effective pupil webquests, digital storytelling in history, making full use of major history websites, using social media. *Using New Technologies to Enhance Teaching and Learning in History* is essential reading for all trainee, newly qualified and experienced teachers of history. It addresses many of the problems, barriers and dangers which new technology can pose but it also clearly explains and exemplifies the wide range of ways in which ICT can be used to radically improve the quality of pupils' experience of learning history.

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