



400 IDEAS FOR INTERACTIVE WHITEBOARDS

Instant Activities using Technology

**Pete Sharma, Barney Barrett and
Francis Jones**



MACMILLAN

Contents

| | | |
|---------------------------|--|------------|
| About the series | | 4 |
| About the authors | | 5 |
| Foreword | | 6 |
| Introduction | | 7 |
| Chapter 1 | Using regular programs | 12 |
| Chapter 2 | Using the whiteboard software | 90 |
| Chapter 3 | Using published materials | 141 |
| Chapter 4 | Creating and adapting your own materials | 182 |
| List of activities | | 271 |

About the series

Macmillan Books for Teachers

Welcome to **Macmillan Books for Teachers**. The titles are written by acknowledged and innovative leaders in each field to help you develop your teaching repertoire, practical skill and theoretical knowledge.

Suited to both newer and to more experienced teachers, the series combines the best of classic teaching methodology with recent, cutting-edge developments. Insights from academic research are combined with hands-on experience to create books with focus on real-world teaching solutions.

We hope you will find the ideas in them a source of inspiration in your own teaching and enjoyment in your professional learning.

Adrian Underhill

Titles in the series

500 Activities for the Primary Classroom

Carol Read

700 Classroom Activities

David Seymour & Maria Popova

An A-Z of ELT

Scott Thornbury

Blended Learning

Pete Sharma & Barney Barrett

Beyond the Sentence

Scott Thornbury

Children Learning English

Jayne Moon

Discover English

Rod Bolitho & Brian Tomlinson

Learning Teaching

Jim Scrivener

Sound Foundations

Adrian Underhill

Teaching Practice

Roger Gower, Diane Phillips &
Steve Walters

Teaching English Grammar

Jim Scrivener

Teaching Reading Skills

Christine Nuttall

Uncovering CLIL

Peeter Mehisto, David Marsh &
Maria Jesus Frigols

Uncovering EAP

Sam McCarter & Phil Jakes

Uncovering Grammar

Scott Thornbury

About the authors

Pete Sharma

Pete started his EFL career as a Business English teacher in Madrid, moving to Finland before returning to the UK. Variety is the spice of life, and the quest for variety has driven his work as a teacher, teacher trainer, Director of Studies and school manager. He became the training and development manager for Linguarama, a Business English organisation, and has inspected schools, taught writing seminars in the Middle and Far East, and helped create trainer training courses. Changing from ESP to EAP he currently divides his time between lecturing at universities and writing. He is a self-confessed conference addict, presenting regularly at IATEFL and BESIG. The use of technology in language teaching really 'lights his fire', although spending six years to complete a Masters in Educational Technology and ELT may be stretching the point. Pete is the co-founder and co-director of Pete Sharma Associates, a training organisation: <http://www.psa.eu.com>. He regularly blogs and tweets on technology.

Barney Barrett

Barney has worked a business English teacher since the mid-1990s. After a brief stint working in-company in Spain, he returned to the UK and settled down as a member of the core teaching team at the marcus evans Linguarama school in Stratford-upon-Avon. It was here that he met Pete. Their mutual interest in computer-based language learning resulted in two co-authored books for language teachers: *The Internet and Business English* (Summertown, 2003) and *Blended Learning* (Macmillan, 2007). With and without Pete, he also writes teaching materials for interactive and online products as well as for more traditional formats. When not trying to figure out the pedagogical possibilities of digital technologies, he is more likely than not to be found out on his mountain bike.

Francis Jones

Francis began his EFL career working for Linguarama in Canterbury before taking up a post in Madrid where he spent two years before moving to Italy. Back in the UK for over a decade he has a keen interest in media formats and IT. He has written for and produced a great number of television and radio programmes in the UK, whilst also developing and delivering training programmes across a range of areas. He was one of the first IWB trainers to specialise in EFL when he started delivering courses in the subject for the training consultancy Dragonfly Training some years ago, and has also delivered his own media training courses for pupils and teachers at secondary schools across the UK. These include film-making and video and radio production courses.

Foreword

It seems that the Interactive Whiteboard has the potential to change English Language Teaching classrooms around the world, and perhaps more thoroughly than previous technological developments. And as the price in real terms falls and publishers bring out coursebooks fully-designed for IWBs, we are likely to see them spread at an even greater rate. The speed and competence with which teachers have learnt to exploit the IWB to enhance their own teaching style is remarkable, indicating a stronger and more positive response than to many previous technological advances. The heads-up, participatory nature of IWBs will mean that with good training there will be further moves away from teacher-dominated presentational activities towards active student engagement and participation not possible with conventional boards.

This handbook is designed to help you get up to speed smartly and quickly, based on the experience of countless teachers, brought together and presented by the authors, all of them trainers in ELT technology. More experienced IWB users will find ideas here to expand and increase their repertoire.

If you are new to the IWB then the first of the four chapters *Using regular programs* enables you to get off to a quick start by using the IWB as a giant class computer screen, on which you can display any of the software you usually use on your computer. You could display an activity you have designed instead of photocopying it, or an Internet page or photos. Then using pen, finger or virtual onscreen keyboard, you and your students can immediately interact with that material by writing on the IWB over or beside the text or picture, editing, highlighting, pasting, directly on the interactive board. There is an immediate kinaesthetic connection between class, material and language activity. And at the click of a button all this can be saved to revise later.

In the second chapter *Using the whiteboard software* the capabilities of the inbuilt IWB software are explored. These enable you to drag, cover, colour, resize and store, use dice, quizzes, and make use of a wide range of ready-made lesson activities into which you simply drop the language data you want to practise. Some dedicated activities for individual brands of whiteboards are also included and in these cases there are usually similar tools on the other brands.

The third chapter *Using published materials* enables you to exploit the IWB functionality alongside the new generation of published materials designed around IWB applications. You can display heads-up versions of texts, pictures, dialogues, questions, all of which can be clicked to reveal further activities, sound files or videos. Thus you no longer need to hunt down the books, tapes, CDs or CD player before the lesson. None of this is necessary in the all-in-one package displayed on the interactive screen.

Chapter four, entitled *Creating and adapting your own materials*, helps you master the basic skills you need to create or enhance any of your self-designed and adapted materials. Apart from being attractive, colourful and tactile, the IWB immediately opens up the opportunity for a more heads-up, interactive and cooperative learning community.

The activities in this handbook are designed to serve as springboards for the new forms of creativity that the IWB brings, and to inspire teachers to exploit what amounts to a paradigm shift in classroom potential.

Adrian Underhill Series Editor

Introduction

1.1 What is an interactive whiteboard?

An interactive whiteboard (IWB) is a large interactive display that connects to a computer and projector. The data projector projects the image of the computer screen onto the surface of the whiteboard. Users then control the computer and software through this tactile interface using either a special e-pen, or their finger.

This introduction to using IWBs offers an overview of the main options and choices to be made before using one in the language classroom. It then describes the features, benefits and challenges of using an IWB. If you have already installed the IWB, or already have experience of using it, you can skip this introduction.

1.2 Practicalities

Hardware

There are a number of makes of IWB. Market leaders include Smart and Promethean. The software included with all makes of IWBs has a number of core features, such as drawing tools, and on-screen keyboard and character-recognition. Users of SmartBoards interact with the board with their finger, or pens; users of Promethean Activboard use a special e-pen. Other well-known makes include the Hitachi Starboard. All these products come with an indispensable user manual from the manufacturer, and training is usually provided. Product websites contain a huge range of information, support material, online training modules, ready-made lessons and lesson ideas.

Size

Interactive whiteboards come in a range of sizes, from fairly small and portable to the larger wall-mounted IWBs for use with full-size classes. A smaller board could sit on a table and be viewed comfortably by a small group of students. A standard screen size is 48"-77"; a wider screen format is 87"-94".

Mobility

One of the first choices to make is whether to have a mobile set-up, so the board can be moved from room to room, or a static set-up in which the board is permanently mounted on the wall.

The advantage to having a mobile board is that it allows a school to purchase just one IWB and then use it in a number of classrooms. Moving it usually involves pushing the IWB on a trolley with wheels. There are a number of disadvantages to moving the IWB around, such as having to disconnect and reconnect cables each time you do this, the possibility of tripping over cables and the regular need to re-calibrate the board with the projector.

An ideal solution for a school would be to have an IWB in each room although this obviously has a cost implication! If the board is fixed, then everything is already set up and in place when teachers come into the classroom.

Electronic data projectors

There are a number of options for setting up the projector. In the mobile board set-up, the projector can simply sit on the table next to the computer. In classrooms with a permanent IWB set-up, the projector is often ceiling mounted and the teacher uses an infra-red remote control to turn it on and off. The current trend is to have a built-in projector above the IWB. This is known as a 'short-throw' projector and this eliminates problems such as users staring into the beam of light, or casting a shadow across the screen.

Portable alternatives to IWBs

There are a number of portable alternatives to using a full-sized IWB. The mimio is one such device which can be temporarily fixed to a hard surface, such as a normal whiteboard, using the small suckers on the reverse of the device. Like the IWB, the mimio requires connecting to a projector. The mimio is positioned next to an image of a computer screen from the data projector, and it is this image which then becomes interactive. Users interact with the image with a special e-pen. This device could be a boon for those seeking a low-cost way to try out IWB functionality with small groups, or for freelance teachers who teach in a number of sites.

Another alternative is the ebeam, a circular device which is similar in functionality to a mimio. It is also 'stuck' onto the whiteboard, and like the mimio, needs to be connected to an electronic data projector. Ingenious teachers have even explored low-cost alternatives, such as the use of a common Wii remote control. While providing some of the benefits of using a full-size IWB, there are limitations, such as the lack of proprietary software.

Setting up

To get up and running, the data projector needs to be connected to the computer as usual with a single cable. The whiteboard is connected with a USB cable to the USB port on the computer. The installation of the IWB hardware, followed by the loading of proprietary software (such as Smart software and Promethean Activinspire) is usually taken care of by the manufacturer or the re-seller.

When the teacher prepares the classroom for a lesson, the sequence of turning on the IWB is fairly straightforward:

- 1 Turn on the computer.
- 2 Turn on the data projector.
- 3 The IWB should then display the computer screen.

The manual contains all the relevant information for setting up the whiteboard, as well as FAQs (frequently-asked questions) and tips for trouble-shooting.

The teacher needs to learn the sequence for calibrating the IWB. On a SmartBoard, click the *Orient* symbol in the Control panel. There are a number of points displayed on the screen; simply click on these points to calibrate the board. Boards need calibrating at regular intervals.

1.3 Features

There are a number of exciting features on an IWB.

Annotation

When you write on the surface of the IWB, you can save your annotations. When you click to close a flipchart you are working on, an on-screen message appears asking you if you want to 'Save annotations'. If you click *yes*, then you should save this as a file with a new name.

Zoom tool

The *marquee zoom* allows teachers to use the zoom tool to crop any part of a picture or page and enlarge it.

Screen reveal

This allows teachers to cover part of the screen and reveal it bit by bit. It is similar to the spotlight tool, which comprises a circle which you can move across the board to reveal any part of the surface.

Screen capture

You can take a snapshot of the IWB screen and save this as a picture.

On-screen keyboard

The on-screen keyboard allows users to enter text at the IWB as an alternative to the computer keyboard.

Handwriting recognition

You can write text with the pen, mouse over this and change it to editable text.

Learner response systems

Learner response systems, or personal response systems, allow students to vote on a particular topic. Students are given a small, hand-held device which allows them to press an option (A, B or C, for example) and vote on a subject. After voting, the results are displayed on screen.

Text-input devices allow students to type in characters, rather like texting, so they can spell words, for example. The students' answers are sent wirelessly to the IWB.

Slates

Teacher can use a slate, or tablet, to work on the IWB from a distance. This allows the teacher to walk around the room, perhaps behind the students, as opposed to having to be standing next to the whiteboard. It also means they can hand the slate to the learners, who can pass it to other students.