CPD*Lab*

Continuing Professional Development *Lab*

CPD*Lab* course: IWB

Trainer's Guide

The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools

Date: September 2013

European Schoolnet

indir.e
Istituto Nazionale di Documentazione,
Innovazione e Ricerca Educativa

direção-geral
da educação

THE NORWEGIAN
CENTRE FOR
ICT IN EDUCATION

FINNISH NATIONAL
BOARD OF EDUCATION

UNIVERSITY of OULU
OULUN YLIOPISTO

Lifelong
Learning
Programme

CPD*Lab*

Table of Contents

CPDLAB – IWB COURSE

Introduction

Interactive Whiteboards: To understand and develop pedagogical use of interactive whiteboard technologies (IWB) in secondary schools. To fully exploit teaching and learning opportunities offered by interactive whiteboard technologies. To understand how other technologies can be integrated into the classroom that already has an interactive whiteboard.

The CPD*Lab* course outline and modules draw on the knowledge of partners identified through the existing course training materials survey, and the expertise of EUN's Interactive Whiteboard working group. The survey reconfirmed that existing training tended to focus on technical and functional IWB skills. The IWB working group believes in the need for a generic, pedagogy-led IWB course. Members of the CPDLab project team met with the IWB working group to brainstorm requirements.

The IWB training course assumes that a base-line knowledge already exists and is looking to extend this to 'fully exploit teaching and learning opportunities offered by IWB technologies'. The course focuses on the pedagogical aspects, addressing: communication and collaboration; assessment and interactive technology; lesson structures and resource creation. All of the modules have been developed with the aim of looking at how the participating teacher will apply the new knowledge/methodology/tools/experience in their classroom and enhance the learning experience for the student.

The attached modules are drafted within the course development template approved by the CPD*Lab* project partners and Pedagogical Advisory Board. This was included as part of the Course Development Specification document, which sets out the principles underlying the CPD*Lab* course development. The template is used across all three CPD*Lab* courses.

The course and modules have been through an iterative review process as defined by the project's validation protocol and quality assurance processes involving project partners, subject experts, teachers and steered by the project's Pedagogical Advisory Board.

Course development definitions

Course Specification	Agreed aims and principles behind the CPD*Lab* course development model. This informs the course design.
Audience and general 'pitch' for course content	The course documents are written for the trainer of the course. Trainers will be expert in the area of the course. The course is pitched in a style that can be followed by teachers, led and supported by the teacher-trainer. The CPD*Lab* project was aimed at Secondary level, however much of the content is equally applicable to Primary. The principle focus of the course content is pedagogical-led. There may be some supporting technical training where relevant. However, it is not a technical training course in itself. It assumes average ICT skills. The teacher trainer supports technical questions.
Trainer Guide: Course Plan	The Trainer Guide contains the course plan. It is a single document which contains the course outline and all the course modules together. In trainer terms, it is often described as 'the course bible'. It is the document for the course trainer responsible for running the course. It provides the overview (course outline), instructions on running the course, the course modules and the course activities. It is supported by a number of documents used within each activity. These are referenced in each activity. The documents themselves are stored and attached separately. In project terms, the content support documents are referred to as 'Level 3 – course support content'.
Course Outline	This provides an overview of the course for the trainer. It contains a visual overview of the course, and information on alternative pathways through the course to help when reviewing and deciding how best to use the course in delivery to meet local needs and circumstances.
Course Module	The course comprises of a number of different modules. For the purpose of the CPD*Lab* course development, it is being designed as a 5-day face-to -face training course to be eligible for the Comenius in-service teacher training grants. The course modules are typically units of half a day (3 hours), within which there are a set of course activities. The 5-day course therefore comprises a total of seven (7) modules. The modules themselves are designed to sit either individually, or in groups. This is so that, at a national/local level, there is the flexibility to select all or some of the modules depending on local requirements. This means that while the course is developed as a 5-day training course, showing cohesion and progression through the modules, the course itself was designed to be flexible. This will allow for different 'packaging' of modules, or 'entry points' so that national trainers can tailor a two or three day course to suit their participants' needs.

Course Activity	Each module is broken down into a set of course activities. A course activity is where the teachers on the course are involved in some sort of action. There will be a number of different activities within each module, these could range from (examples only, i.e. not a definitive list, there will be a range of activities depending on the courses): • Introducing themselves, current experience and knowledge • Exploring resources (video, web-links etc.) • Working on a case study • Reflection on work done • Module/Course evaluation Within some Activities a number of options may be offered, the Trainer is free to select activities to use their course participants and their timeframe.
Course Support Content	The course activities consist of various documents used within each module as set out in the trainer guide. Together they are referenced as 'course support content'. The documents are stored and available separately. The course support content enables the trainer to deliver a complete course. However, It is recognised that experienced trainers will have their own supporting content, in which case, the structure is flexible to allow for exchange to better suit the needs of local audiences and/or provide local context, national language resources, more up- to-date examples.

IWB Course: Authors and Acknowledgements

The development of the IWB course has been led by CPD*Lab* project partner, European Schoolnet (EUN).

This course has been made possible through the hard work and commitment of many. A special vote of thanks go to:

- Lead author: Diana Bannister, Development Director for Learning Technologies, School for Education Futures, University of Wolverhampton, UK.

- Diana has brought her experience from working in the field of interactive technologies since 1996 when she was one of the first UK teachers to use an interactive whiteboard. She has worked directly with hundreds of teachers from across Europe and has a clear understanding of how to address professional development needs to make effective use of learning technologies within the classroom. Diana moved to the University of Wolverhampton in 2001 to lead technology related school improvement and development work. This included the work of the EuSCRIBE project across four European countries which led to the practical guidelines: Making the Most of Your Interactive Whiteboard. (2010) This is now available in five languages.

- The result is a course that is both highly practical and relevant to the teacher in the classroom, but equally offers ICT co-ordinators and those responsible for professional development the opportunity to consider how to enable teachers to improve their use of technologies for learning and teaching..

- Course reviewers including: EUN's Interactive Whiteboard working group, together with CPDLab project partners, Pedagogical Advisory Board members, and last but not least, the expert teachers from each of the project partners who worked to support the course development through validation and piloting in their own schools and classroom.

We hope you enjoy and get much value from the course.

September 2013

IWB COURSE OUTLINE

Course name:	**The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.**
Author:	Diana Bannister, University of Wolverhampton.
Date:	5th August 2013
Version number:	4.3
Note to Trainers	Slide presentations are included in most modules. The main purpose of such presentations is to tie the content, links, activities and videos listed in the course together in one place for the convenience of a trainer. Each presentation contains in-built pauses for videos, discussions, breakouts, hands-on activities and demos and while slide presentations are provided in modules, they are not meant to be prescriptive. Local trainers delivering the course or a number of modules can adapt and update the content to use with their audience as appropriate..
	Due to the ever changing nature of the Web, links will change. Trainers should check links before use and also add local and more current links as required to keep the course current and relevant.
	Trainers should use and be able to help participants set-up collaborative interactive tools like social bookmarking accounts, Online forums, Twitter and similar. It is important to help participants use these digital tools, safely, to help dispel some of the culture of fear that can exist around their use. Understanding how to use social media tools to enhance teaching and learning during the course will enable the participants to help their students become safe, literate and ethical users of the Internet for learning, life and work.
	It is essential that that the group have access to a shared social online learning space during the course to enable the participants to share resources and enjoy the potential of the Internet and active learning. Local trainers should consider setting up a group online space (e.g. Moodle,Schoology..) to share the course content supporting documents, provide an online forum and a learning reflection area. An LMS will encourage participants to share their own resources and engage with active, participatory social learning.
Introduction:	At present, the majority of IWB training is linked to the commercial supplier, concentrating on the technical functionality of the IWB and features of the particular software. It can be varied in quality and lack pedagogical focus.
	The IWB course concentrates on the pedagogical use of IWB.
	The course modules have been designed to help address C21st digital competence and course participants should feel able to adapt most aspects of the course to the particular technologies that are available.

	In most cases, the course materials are not product specific. However, some of the details of the course may need to change to reflect the products and resources that are used.
	The course modules have been designed for practitioners who are responsible for ICT training either within their establishments or across establishments. These materials can also be delivered at a local/national level to allow ministries to tailor this to their own specific requirements.
	Knowledge of English at intermediate level is required where these resources have not been adapted by the local trainer.
Overview:	The course is being designed to be delivered as a 5-day course, eligible for Comenius in-service training funding. In this instance, the training course will be delivered from EUN's Future Classroom Lab in Brussels. The modular approach gives the flexibility for partners at National/Regional/Local level to take some or all of the modules to localise and roll-out within their blended learning models to disseminate to as wide a group of teachers as possible.
Who can attend the course:	The five day course has been designed to be delivered in the Future Classroom Lab, Brussels to 'train the trainers'/teachers/management responsible for the delivery of teacher CPD programs at the National/Local Level. Trainers can then adapt all/some modules for any teacher as well select modules which can be adapted for school leaders and policy makers.
	The participants should have intermediate skills in using ICT and have an interest to implement new technologies and Internet in education. The course assumes an existing knowledge and experience in IWBs, ideally following the technical training for base-line familiarisation with the functionality of IWBs.
	Participants are encouraged to bring with them examples of digital materials that they currently use in the classroom to show to others. (However, this is optional.)
Course objectives:	- To develop the participant competence and confidence with using the interactive whiteboard in the classroom. - To support the participant to examine existing resources and create new materials. - To enable the participant to apply the new knowledge/methodology/tools/experience in their classroom and enhance the learning experience for the student.
Programme of the training activities (day by day):	The complete Course Programme can be found below.
Different pathways through the course:	The 5-day course can be adapted, so the main modules could be separated from each other. This also means that there is the potential to provide 'bespoke' courses of different lengths which include elements of the different modules. The trainer may also want to adapt

	the content of the course for specific subject areas. All of the modules should allow time for hands-on activity. This can be increased /reduced according to the length of time available for the course. However, the trainer should ensure that reduced time to 'experiment' or develop ideas does not impact upon the content or quality of the course. At a national/local level, the trainer could also deliver elements of the content over a number of different sessions. (This may include some online support.)
Type of certification of attendance awarded:	The participants should receive a certification of attendance on the last day of the course. The number of hours attended will be stated if required by the funding agency. Formal accreditation varies by country.

IWB - Outline programme

Module	Title	Duration Approx.

Module 1	**IWB: Knowledge, Skills and Understanding**
	
	The aim of this module is to increase the participants' knowledge, skills and understanding of using an interactive whiteboard and the associated software.
	By the end of this module, participants will:
	a) Complete an audit of current skills.
	b) Share and observe best practice examples of activities on the IWB.
	c) Look closer at research and evidence on the effective use of IWB.
	d) Explore:
	    I. high quality resources available on the Internet.
	    II. how to involve the student in lessons.
	e) Review on-line communities with interactive whiteboard resource
	f) Begin to understand key copyright issues when using interactive whiteboard resources created by the practitioner and others.
		6 hours

Module 2	**Interactive Whiteboards in Your Specific Subject Area** By the end of this module participants will: a) Have experience of using interactive whiteboards and software in a specific subject. b) Develop ten lesson ideas for a specific subject. c) Explore how to involve the student in lessons. d) Consider the features of a good lesson and understand how to evaluate lesson content. e) Understand how to adapt existing resources. f) Locate new resources and ideas. g) Be aware of key copyright issues when using interactive whiteboard resources created by the practitioner and others.	3 hours (up to 6h). The trainer may choose to offer this for particular subject areas e.g. Languages, Maths, Science, The Arts
Module 3.0	**Assessment using Interactive Technology in the Classroom** By the end of this module participants will: a) Understand different types of assessment. b) Explore hardware and software that can be used for assessment in the classroom. c) Consider the importance of student self-assessment. d) Develop understanding of the role of questioning and dialogue within the classroom. e) Explore the role of the student in the classroom and how to involve the student in the lesson. f) Recognise the importance of giving immediate and relevant feedback g) Discuss the use of 1:1 devices in the classroom setting and web based applications for assessment.	3 hours (up to 6h). The amount of time available will affect the time for developing/ sharing resources and exploring different types of equipment.
Module 4.0	**Student Involvement in the Lesson and Beyond** By the end of this module participants will: a) Explore the role of the student in the classroom and how to involve the student in the lesson	6 hours If less time is available, the number

	b) Understand the need for individual and collaborative tasks in lessons c) Recognise that there is a range of hardware and software available. Participants will have an overview of the following areas: **1) Collaboration and Presentation** Incorporate a range of IWB-linked technologies (e.g. document cameras, visualizers) and considering how these devices can be used for learning and teaching both by the teachers and the students themselves. **2) Collaboration and Differentiation** Explore a range of student devices (for groups and individuals) within the classroom – e.g. laptops/tablets/mobile devices Discuss the topic 'Bring Your Own Devices'/Bring Your Own Technology - 'BYOD'/'BYOT' in the classroom setting. **3) Collaboration and Social Interaction** Other web based initiatives (e.g. wikis, blogs, collaborative documents and social media) related to communication and collaboration and outline how this can be taken forward within school (within classrooms and between classrooms) and across schools and the wider community.	of carousel activities could be reduced.
Module 5.0	**Resource Creation** By the end of this module participants will: a) Locate existing resources and understand where to find relevant materials to support resource creation. b) Create at least one new resource/learning activity. c) Explore lesson structures and lesson content for better learning results. d) Share observations and prepare to present resources for peers to review.	3 hours The trainer may choose to make more time available if needed. The amount of time available will affect the time for developing/ sharing resources.
Module 6.0	**Communication and Collaboration Beyond the Classroom** By the end of this module participants will: a) Explore the benefits/challenges of sharing across classrooms. b) Recognise the benefits of collaborating in 'real time'. c) Understand the challenges of collaborating in 'real time'. d) Experience live links to another classroom. e) Explore sharing platforms and conferencing tools for example tools such as Elluminate; WebEx; Bridgit; Adobe Connect; Skype; others as they become available (the trainer will identify two for the course). f) Develop project ideas that can be explored in your own school which enable you to connect with another classroom using interactive technologies.	3 hours

Module 7.0	**Planning, Presentation and Delivery**	6 hours
	By the end of this module participants will: a) Explore their own professional development needs and begin to plan for personal development for effective use of the interactive whiteboard and other technologies. b) Enhance their ability to create new resources for the interactive whiteboard using appropriate software. c) Develop presentation and delivery skills and understand how to involve students in lessons. d) Share observations and present resources for peers to review.	

CPDLab

IWB – course outline

	Day 1	Day 2	Day 3	Day 4	Day 5	
Me and my school	IWB: knowledge, skills and understanding	IWB in your subject area, and Assessment	Student involvement in the Lesson, and Beyond	Resource Creation, Communication and Collaboration	Planning, presentation and delivery	Me and my school
	IWB: Knowledge, Skills and Understanding (module 1i)	IWB in your subject area - tips and resources (module 2)	Collaboration and: 1) Presentation 2) Differentiation (module 4)	Resource Creation (module 5)	Planning, Presentation and Delivery (module 7)	
	IWB skills audit	Knowledge and skills	Subject Specific Ideas and Assessment	Student Involvement and Collaboration	Resource Creation	Presentation and delivery
	Exploring online communities, and resources (module 1ii)	Assessment using interactive technology in the classroom (module 3)	Collaboration and: 3) Social Interaction (module 4ii)	Communication and Collaboration beyond the classroom (module 6)	Planning, Presentation and Delivery (module 7)	

Pre and Post Course participant requirements

Pre-Course requirements:	The participants should have basic skills in using ICT and have an interest in using interactive technologies and the Internet in teaching and learning. Participants are requested to bring their laptop with them with the interactive whiteboard software that is used by the school. Whilst it is preferable that the teacher has some experience of using the specific interactive whiteboard software, this is not essential. However, it is anticipated that the teacher will be familiar with using digital technologies to teach the whole class. A pre-course questionnaire will be sent to participants in advance of the course. This will help the trainer to understand the current level of experience and confidence of the participants. In advance of the course, it would be helpful if the participants could collate a range of resources that he or she uses in lessons. This may include both paper based and digital activities. This will enable the participants to share these materials with others on the course and discuss how the interactive technology is used with the students.
Post course follow up	During the course, participants will be encouraged to familiarise themselves with the expertise and resources available in different online communities, signing up to the community most relevant to their particular teaching subject to help access a wide variety of different resources and keep up to date following the course. Participants should be encouraged to create new resources and to upload them to the online communities.
Course materials required for the training	Local trainers should set up a group online space (e.g. Moodle, Schoology..) to share the course content supporting documents, provide an online forum and a learning reflection area. An LMS will encourage participants to share their own resources and engage with active, participatory social learning. **Participant copies of:**

Module 1	
IWB 1.2	" IWB Audit Tool – October 2012" MS Word document
IWB 1.4	"Guided Task IWB: Create a Short Activity to Introduce a New Topic" MS Word document
IWB 1.4	"Guided Task for IWB: Create a Short Activity to Introduce a New Topic" MS PowerPoint document
IWB 1.5	"Examples to Explore" MS PowerPoint document
Module 2	
IWB 2.1	Top Ten Lesson Ideas for Your Specific Subject Task Description
IWB 2.1	Top Ten Lesson Ideas for Your Specific Subject PowerPoint file for presentation (Participants may prefer to use a different format.)
IWB 2.1 Extension	Top Ten Websites for Your Specific Subject
IWB 2.2 Extension	What Makes a Good Lesson? MS PowerPoint File
Module 3	
IWB 3.0	"Assessment using interactive technology – Information Sheet"
IWB 3.1	"Creating a Resource for Assessment using Interactive Technology" (MS Word and PowerPoint)
	"Presentation score and comment sheet". This is available in Module 7.3 and can be used for this activity too.
Module 4	

	IWB 4.1.1	Student Involvement in the Lesson and Beyond: Collaboration and Presentation (MS PowerPoint) Each group will need access to all three files 4.1.1, 4.1.2, and 4.1.3.
	IWB 4.1.2	Student Involvement in the Lesson and Beyond: Collaboration and Differentiation (MS PowerPoint) Each group will need access to all three files 4.1.1, 4.1.2, and 4.1.3.
	IWB 4.1.3	Student Involvement in the Lesson and Beyond: Collaboration and Social Interaction (MS PowerPoint) Each group will need access to all three files 4.1.1, 4.1.2, and 4.1.3.
	IWB 4.1.1, 4.1.2 and 4.1.3	IWB 4.1.1 4.1.2 4.1.3 Carousel Group Activity Module Four Discussion Sheet
	Module 5	
	IWB 5.1	Task Description: "The Challenge"
	IWB 5.1.a	Resource: Lesson Planning Sheet
	Module 6	
	IWB 6.2	Description of Task: Is anybody there? (MS PowerPoint)
	Module 7	
	IWB 7.1a	"Where am I in the middle of all this?" (MS PowerPoint)
	IWB 7.1b	"Planning for Lesson Development in Context"
	IWB 7.1c	"Planning for School or Classroom Development in Context" (MS Word)
	IWB 7.3	Presentation Score and Comment Sheet (MS Word)
		Certificate for Course Participants
Trainer actions in advance of the course	Set up Online learning space, Twitter stream, brief SurveyMonkey type survey for Pre-course Exercise 1.	

CPD*Lab*

Continuing Professional Development *Lab*

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 1: IWB: Knowledge, Skills and Understanding

(IWB 1.0)

IWB 1.0 - KNOWLEDGE, SKILLS AND UNDERSTANDING

CPDLab Course:	The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.
Module Number	IWB 1.0
Module Title:	IWB: Knowledge, Skills and Understanding
Pre-module requirements:	The participants should have intermediate skills in using ICT and have an interest to implement new technologies and the Internet in education. The course will be best suited to participants who have a basic understanding of an interactive whiteboard or interactive digital projector and those who have access to the technology beyond the course.

All participants must complete a short questionnaire prior to the course to inform the trainer of their current experience of using the interactive whiteboard and the associated software.

Reference L3 course support content folder resource: IWB 1.0 "Questions for participants pre course" |
| Length: | 6 hours |
| Venue and structure of module: | This course can be delivered at any venue with an interactive whiteboard.
However, within the Future Classroom Lab, the trainer should be aware that there are different types of interactive whiteboard and software readily available.
The trainer should consider the previous experience of all the participants before deciding whether there needs to be more focus on a specific brand. (i.e. Find out how many participants have a particular type of IWB/software.) Generally, it would be beneficial for the trainer to be able to demonstrate on more than one type of software during the course. |
| Organisation and layout of rooms required: | Within this course, the trainer will need to allow the participants access to the interactive whiteboard throughout the session. Make sure that there is enough physical space around the interactive whiteboard for all participants. You should be able to encourage participants to demonstrate their understanding at the interactive whiteboard.

Participants should also have enough workspace to use their own laptops at a desk and access their own interactive whiteboard software.

During the course, you may find it useful for all participants to be working on the same interactive whiteboard software. You will need to make sure that access available to the correct version. (Please be aware that some participants may have a different version on their own laptop.) |

Overview of module:	By the end of this module, the participant should be aware of his or her own skill levels and understanding of the use of the interactive whiteboard and other technologies. The participant should be able to identify the skills that they need to develop as part of the course.
	Where the skill level is low, the participant should work with the trainer to identify the most appropriate skills to move forward as part of the course.
	Where the skill level is already high, the participant should be encouraged to learn new skills, but also to build knowledge of resources or activities that will support his/her specific subject. The trainer should encourage the advanced practitioners to consider how their skills could be shared with others across the school. E.g.
	The trainer should also encourage the participants to use the audit with other teachers as an initial assessment of their understanding.

Aims and Objectives of module:	**IWB: Knowledge, Skills and Understanding**
	The aim of this module is to increase the participants' knowledge, skills and understanding of using an interactive whiteboard and the associated software.
	By the end of this module, participants will:
	a) Complete an audit of current skills.
	b) Share and observe best practice examples of activities on the IWB.
	c) Look closer at research and evidence on the effective use of IWB.
	d) Explore:
	     • high quality resources available on the Internet.
	     • how to involve the student in lessons.
	e) Review on-line communities with interactive whiteboard resources.
	f) Begin to understand key copyright issues when using interactive whiteboard resources created by the practitioner and others.
	
	The trainer should also make the participants aware of key copyright issues when using or developing digital (interactive whiteboard) resources. A general web reference has been included for this, but there may be other national/local level information that should be covered. (Check to see if there is guidance available locally).

Resources Required:	The trainer will require access to at least one interactive whiteboard and attached computer with the IWB software/drivers.
	The trainer will require participants to have access to at least one computer between two with IWB software appropriate to the course. (ensure correct version)
	The trainer will require short questionnaire to be sent to participants prior to the course.
	The participants will be encouraged to bring their own laptop with the interactive whiteboard software that is in use in school.
	The trainer should have some examples of practice to share with the teachers. This should include a range of subjects and where available, this should include sharing of 3D materials.

Trainer(s) required:	The trainer should be confident with the use of at least one type of interactive whiteboard. It is preferable that the trainer will be familiar and have some experience of other types of interactive whiteboard. The trainer should also be confident with the needs of individual teachers for improving and developing practice in the classroom and across the school.
Book/Web References	Making the Most of your Interactive Whiteboard ISBN 9-789490-477400 http://moe.eun.org/web/iwbworkinggroup/guidelines http://lreforschools.eun.org www.whiteboardblog.co.uk www.triptico.co.uk www.topmarks.co.uk **Commercial Supplier online communities** Dymo-Mimio: www.mimioconnect.com e-Instruction: www.einstruction.com Promethean: www.prometheanplanet.com RM: www.easilearn.com SMART: www.exchange.smarttech.com/index.html **Websites for Copyright Guidance:** http://www.copyrightandschools.org/ Further Research: Thomas, Michael and Euline Cutrim Schmid. (2010) Interactive Whiteboards for Education: Theory, Research and Practice. Hershey, USA IGI Global. ISBN13: 9781615207152
Assessment Options:	The trainer may choose to group the participants according to their individual skill level. The trainer may choose to ask the participants to submit a copy of their IWB skills audit.
Post-module follow-up	If this module is delivered in isolation, the trainer may follow up with a webinar. If this module is delivered as part of the course, the trainer should identify participants who will require additional support to progress through the course.
Different pathways through the module	This module should be completed at the beginning of the course. If the time available for face to face contact is short, the participants could complete an initial audit prior to the course. However, the trainer should allow adequate time for demonstration and examples.

Delivery options at National/local level	At a national/local level, participants should be encouraged to attend the course with two teachers from the same school. This then means that individuals are not working in isolation and encourages the other teachers to share their ideas when they are back at school. This also means that the teachers can work as a whole department or whole school to undertake the audit after the course.
Activity IWB 1.1:	**Welcome**
Length	9.15am -9.30am (15 minutes)
Objective	To welcome participants to the course and to give them the opportunity to meet others who are on the course.
Description	Participants should have name badges and packs with the course schedule and any other important details. Make sure the participants are aware of facilities in the venue and any health and safety procedures. You should do a short ice breaker activity to allow participants to introduce themselves to each other and the course leader.
Activity IWB 1.2:	**Initial Audit and Demonstrating some Key Skills**
Length	9.30am –10.30am (1 hour)
Objective	To give the participants the opportunity to understand their own skill level and to identify what they would like to achieve from the course.
Description	Participants will need access to a paper version and electronic version of the initial audit sheet. Give the participants 15 minutes to complete the audit and to assess their own skill level. Whilst the group is doing this, try to talk to participants individually about their current competence and confidence. If this course is held at the Future Classroom Lab, the trainer may want to do this section in the Main Meeting Room. Following the audit, the trainer should go through the training file and introduce Skills 1-20 with the participants. The participants should be encouraged to use the interactive whiteboard. Some participants will want to have access to the software on their own computer at the same time. The trainer will need to manage how to support individuals as well as delivering the main session. *Reference L3 course support content folder resource: IWB 1.2 "IWB audit tool"
Coffee break	10.30am – 10.45am (15 minutes)
Activity IWB 1.3:	**A Closer Look at More Advanced Skills**
Length	10.45am – 12.00noon (75 minutes)
Objective	The purpose of this session is to demonstrate some of the more advanced skills within the audit sheet. (Skills 21-30)

	The trainer should use the training file and demonstrate in particular skills 21-30. The participants should be encouraged to use the interactive whiteboard to demonstrate their understanding. The participants may also want to try these skills on their own laptop or another IWB in the Future Classroom Lab. If additional time is available, the participants can be encouraged to find existing resources on the Internet which demonstrate use of more advanced skills. • *Reference L3 course support content folder resource: IWB 1.2 "IWB audit tool"
Description	If this module is delivered at the Future Classroom Lab, the trainer will need to allow time for the participants to be introduced to the room. (This will take 15-20 minutes.)
Lunch	12.00 noon-1.00pm
Activity IWB 1.4:	**Create a Short Activity to Introduce a New Topic**
Length	1.00pm – 2:15pm (75 minutes)
Objective	By the end of this session, each participant should have created a short activity which demonstrates at least some of the skills from 1-20 within the audit tool. (More advanced users should be encouraged to demonstrate their understanding of additional skills 21-40)
Description	It is anticipated that each participant should be able to complete this task individually. Some participants may need to be grouped as suggested below. (Please see the task in MS word for print if required and MS PowerPoint for display purposes.) Where the skill level is low, the trainer may wish to encourage the participants to follow a guided task working as a whole group or smaller groups. Where the skill level is advanced, the trainer should encourage the participants to create a short activity and give time for some of them to share their ideas. Participants will need 45 minutes to complete the task. You should also allow time for the participants to share their activities. The trainer should make sure that the examples are collected in from the participants in the identified digital storage space. *Reference L3 course support content folder resource: IWB 1.4 "Guided Task for IWB" (Word and PowerPoint documents)
Coffee Break	2.15pm – 2.30pm (15 minutes)
Activity IWB 1.5:	**Finding Best Practice Examples – Examples to Explore**
Length	2.30pm – 3.45pm (75 minutes)
Objective	• To share some best practice examples of using the interactive whiteboard. • To explore some materials provided by the trainer. • To explore some materials provided by the participants. (if applicable)

	• To identify some important features of good lesson resources. To be aware of key copyright issues when using IWB resources created by yourself and others.
Description	The trainer may have his/her own collection of best practice examples. (10 minutes.) The trainer should encourage the participants to share their own materials with each other in small groups. (30 – 45 minutes) However, it would also be useful to identify examples from online communities and encourage the participants to join these. Some participants may feel confident enough to share examples with the entire group. (This will depend upon time available in the session - 15 minutes) There may also be examples of videos for use in this session from other EUN projects. E.g. The Living Schools Lab network may have some examples of teachers using the interactive whiteboard. Where participants are less confident, the trainer should use this time to work with smaller groups to go through skills 1-25 using the audit tool. *Reference L3 course support content folder resource: IWB 1.5 "Examples to Explore"
Activity IWB 1.6:	**Summary of key points and next steps**
Length	3.45pm - 4.00pm (15 minutes)
Objective	To capture what the participants have learnt during the day. To ensure that the participants are aware of what happens next during the course.
Description	The trainer will use this short time to capture some of the main points that have been addressed throughout the day. The trainer should also give the opportunity for the participants to share their next steps. This could be achieved by asking for contributions or by returning to the initial audit and identifying skills that need to be revisited.

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
IWB 1.2	" IWB Audit Tool – October 2012" MS Word document
IWB 1.4	"Guided Task IWB: Create a Short Activity to Introduce a New Topic" MS Word document
IWB 1.4	"Guided Task for IWB: Create a Short Activity to Introduce a New Topic" MS PowerPoint document
IWB 1.5	"Examples to Explore" MS Powerpoint document

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 2: IWB in Your Specific Subject Area

(IWB 2.0)

IWB 2.0 - IWB in Your specific subject Area

CPDLab Course:	The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.
Module Number	**IWB 2.0**
Module Title:	**IWB in your Specific Subject Area**
Pre-module requirements:	All participants should have completed the IWB Module 1.0: Knowledge, Skills and Understanding.
Length:	3 hours (The length of this module could be increased to six hours by allowing more time for collating resources and developing lesson ideas; the demonstration of practice could also be delivered on line by a subject expert.)
Venue and structure of module:	This course can be delivered at any venue with an interactive whiteboard. However, within the Future Classroom Lab, the trainer should be aware that there are different types of interactive whiteboard and software readily available. The trainer should consider the previous experience of all the participants before selecting which interactive whiteboard to deliver the course. Participants should be actively encouraged to use the software associated with the IWB that they already have access to in their own school. This will mean that it is easier for the participants to use the resources beyond the course.
Organisation and layout of rooms required:	Within this course, the trainer will need to allow the participants access to the interactive whiteboard throughout the session. Make sure that there is enough physical space around the interactive whiteboard for all participants. You should be able to encourage participants to demonstrate their understanding at the interactive whiteboard. Participants should also have enough workspace to use their own laptops at a desk and access their own interactive whiteboard software. During the course, you may find it useful for all participants to be working on the same interactive whiteboard software. You will need to make sure that access available to the correct version. (Please be aware that some participants may have a different version on their own laptop.)
Overview of module:	The purpose of this module is to give participants the opportunity to focus on their own specific subject area with other colleagues. This should give time to look at specific programmes or tools that would support the teaching of the subject. The participants will also have the opportunity to look at the role of the teacher and the role of the student within the chosen subject.
Aims and Objectives of module:	**Interactive Whiteboards in Your Specific Subject Area** By the end of this module participants will: a) Have experience of using interactive whiteboards and software in a specific subject

	b) Develop ten top lesson ideas for a specific subject c) Explore how to involve the student in lessons d) Consider the features of a good lesson and understand how to evaluate lesson content e) Understand how to adapt existing resources f) Locate new resources and ideas g) Be aware of key copyright issues when using interactive whiteboard resources created by the practitioner and others
Resources Required:	The trainer will require access to at least one interactive whiteboard and attached computer with the IWB software/drivers. The trainer will require participants to have access to at least one computer between two with IWB software appropriate to the course. (ensure correct version) The participants will be encouraged to bring their own laptop with the interactive whiteboard software that is in use in school. There may also be examples of videos for use in this session from other EUN projects. E.g. The Living Schools Lab network may have some examples of teachers using the interactive whiteboard.
Trainer(s) required:	The trainer should be confident with the use of at least one type of interactive whiteboard. It is preferable that the trainer will be familiar and have some experience of other types of interactive whiteboard. This course will be targeted towards participants with a focus on a particular subject area e.g. Mathematics, Science, The Arts or Languages. There should be a subject expert who is also a whiteboard user to deliver at least some aspects of this course. This may be a teacher expert who delivers the first section on demonstration of best practice examples. (This could be delivered remotely if a web-connection is available.)
Book/Web References	Making the most of your interactive whiteboard ISBN 9-789490-477400 http://moe.eun.org/web/iwbworkinggroup/guidelines http://lreforschools.eun.org www.whiteboardblog.co.uk www.triptico.co.uk www.topmarks.co.uk **Commercial Supplier online communities** Dymo-Mimio: www.mimioconnect.com e-Instruction: www.einstruction.com Promethean: www.prometheanplanet.com RM: www.easilearn.com

	SMART: www.exchange.smarttech.com/index.html Further Research: Thomas, Michael and Euline Cutrim Schmid. (2010) Interactive Whiteboards for Education: Theory, Research and Practice. Hershey, USA IGI Global. ISBN13: 9781615207152
Assessment Options:	The trainer may choose to group the participants according to their individual skill level.
Post-module follow-up	The trainer should collect details of any resources that the participants gather.
Different pathways through the module	All participants should have completed Module 1 – IWB: Knowledge Skills and Understanding prior to completing this module. This module could also be delivered on-line using web conferencing tools. The trainer could access an online expert just for the first session of this course and then facilitate all other sessions.
Delivery options at National/local level	At a national/local level, participants should be encouraged to attend the course with two teachers from the same school. This then means that individuals are not working in isolation and encourages the other teachers to share their ideas when they are back at school. This also means that the teachers can work as a whole department or whole school to undertake the audit after the course. Local teacher experts could deliver aspects of this module and a lead trainer could facilitate the other parts of the course. However, subject expertise will be required by at least one of the trainers.
Activity IWB 2.1:	**Top ten lesson ideas for your specific subject**
Length	9.15am –11.15am (2 Hours)
Objective	The purpose of this session is to give the participants time to identify and explore appropriate digital content and activities for their specific subject area. • To share some best practice examples of using the interactive whiteboard. • To explore some IWB software tools that can be used within specific subjects. • To explore some materials provided by the participants. (if applicable) • To identify some important features of good lesson resources. • To be aware of key copyright issues.
Description	The purpose of this session is to allow the participants time to identify and explore appropriate digital content and websites collaboratively for their own specific subject area(s). The trainer will allow the participants time to find resources and then ask each group to share what they have located. In this session, the participants will work in groups of four to develop lesson and project ideas for the specific subject. The trainer will give the different groups a topic idea according to the chosen subject.

E.g. Science Specialists could choose from one or more of the following:
1. The Human Body
2. Plants and Animals
3. Rocks and Minerals
4. Medicine and diseases
5. Forces

E.g. Mathematics Specialists could choose from one or more of the following:
1. Shape
2. Fractions
3. Handling Data and Graphs
4. Measurement

E.g. Languages Specialists could choose from one or more of the following:
1.Grammar
2. Pronunciation, Speech and Communication
3. Particular types of writing
4. Reading

E.g. The Arts Specialists could choose from one or more of the following:
 1. A particular period of history
2. Finding out about something – developing research skills
3. A famous person or event
4. Gathering and using evidence (Fact or Fiction?)

If participants are not specialists in one of the above areas, they can either develop top ten ideas for their area, or look more generically at top ten IWB tools that they could demonstrate to others.

The participants should develop the lesson ideas in their chosen software and these should then be saved as a pdf* or agreed format to allow the trainer to share them out. The idea is that the participants should take one of the above main areas and then select one of the strands. The participants may choose an alternative strand if this is more relevant to the individual group. E.g. if the mathematics group wanted to do resources for teaching Algebra, this would be fine.

The trainer may have his/her own collection of best practice examples.   However, it would also be useful to identify examples from online communities and encourage the participants to join these. The trainer should encourage the participants to share their own materials with each other in small groups.

The participants should consider: "What are the features of a good digital resource?" The participants can work in small groups to complete this task.

There may also be examples of videos for use in this session from other EUN projects. E.g. The Living Schools Lab network http://lsl.eun.org may have some examples of teachers using the interactive whiteboard.

Within this task, it will be important to consider the role of the teacher and the role of the students within the activities.

	*Reference L3 course support content folder resources IWB 2.1: Top Ten Lesson Ideas As an extension activity, the groups can also identify Top Ten websites. IWB 2.1 Extension: Top Ten Websites *Reference L3 course support content folder resources
Activity IWB 2.2:	**Sharing Expertise**
Length	11.15am – 12noon
Objective	To allow participants time to share their findings together across the different areas of subject expertise.
Description	The trainer should ask each group to present back their "Top Ten Lesson Ideas". Each group will have about 10 minutes to present their findings. (This will depend upon the size of the groups.) At the end of the session, the trainer should revisit the discussion: "What are the features of a good digital resource?"
Lunch	12.00 noon-1.00pm

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
IWB 2.1	Top Ten Lesson Ideas for Your Specific Subject Task Description
IWB 2.1	Top Ten Lesson Ideas for Your Specific Subject PowerPoint file for presentation (Participants may prefer to use a different format.)
IWB 2.1 Extension	Top Ten Websites for Your Specific Subject
IWB 2.2 Extension	What Makes a Good Lesson? MS PowerPoint File

This extension activity could be used at any point throughout the week after day one. It may be particularly useful as an ongoing topic to revisit with the participants.

IWB 2.2. Extension	**What Makes a Good Lesson?**
	Brainstorm/Mindmap with the participants for five minutes: What makes a good lesson?

	Use the following headings (and other areas developed by the participants themselves) and ask the participants to work in groups to develop the key points for each area.
	1. Classroom Management
	2. Structure
	3. Resources
	4. Activities and Tasks
	5. Relationships
	6. Environment
	7. Questioning, Dialogue and Discussion
	8. Personalising Learning
	9. Assessment
	10. Use of Technology
	11. Other key aspects
	What are the potential challenges? (these can be identified by each small group or as a whole group at the end of the task)
	Participants should be encouraged to undertake this task in small groups. The groups should be allowed 5 minutes to present back their key messages at the end of the task. Depending upon the pace of the group, the trainer may prefer to give each group responsibility for reporting back on several areas each, rather than all of them.
	Any additional time can be used for the participants to continue to locate good resources that can be used in their own setting.
	*Reference L3 course support content folder resource: Activity IWB 2.2 (Extension) "What makes a good lesson?"

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 3: Assessment and the Use of Interactive Technologies in the Classroom

(IWB 3.0)

IWB 3.0 - ASSESSMENT USING INTERACTIVE TECHNOLOGIES

CPDLab Course:	**The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.**
Module Number	**IWB 3.0**
Module Title:	**Assessment using Interactive Technology in the Classroom**
Pre-module requirements:	Participants who undertake this course should have completed the core module on IWB: Knowledge Skills and Understanding. The participant does not need any previous experience of assessment using interactive technology in the classroom.
Length:	3 hours (this session could be increased to six hours by adding in the opportunity to experiment with different systems and also additional time to explore existing resource and to create new activities)
Venue and structure of module:	It is anticipated that this course will take place in the Future Classroom Lab and will be delivered as a half day module. All participants should have completed Module 1 IWB: Knowledge, Skills and Understanding, before undertaking this module.
Organisation and layout of rooms required:	The trainer will want to work with the participants as a whole group at the beginning of the session. The trainer will need to provide space for the participants to work in small groups throughout the session. Each participant will need access to the Learner Response System demonstrated by the trainer. The trainer should make the other Learner Response Systems available for demonstration and exploration time. The participants will require Internet access to explore web-based interactive assessment systems. The trainer will need to decide which systems to demonstrate as some will require the participants to have access to an individual tablet/device.
Overview of module:	The purpose of this module is to raise awareness of the types of interactive technology that are available for use in the classroom to improve assessment. In particular, the participants will have the opportunity to look at the use of Learner Response Systems and the technology that will help the teacher with formative assessment. The participants will also consider the types of questioning and how the use of effective questioning may impact upon the learning outcomes both within and beyond the lesson.

Aims and Objectives of module:	**Assessment using Interactive Technology in the Classroom** The aim of this course is to introduce the participant to the types of interactive technology that are available for use in the classroom to improve assessment. It is important to note that the content of this module may need to be reviewed prior to delivery to reflect any new products emerging on the market. By the end of this module, all participants will: a) Understand different types of assessment b) Explore hardware and software that can be used for assessment in the classroom c) Consider the importance of student self-assessment d) Develop understanding of the role of questioning and dialogue within the classroom e) Explore the role of the student in the classroom and how to involve the student in the lesson f) Recognise the importance of giving immediate and relevant feedback g) Discuss the use of 1:1 devices in the classroom setting and web based applications for assessment.
Resources Required:	The trainer will need access to at least one type of Learner Response System. In the Future Classroom Lab, the trainer may also want to give the teachers time to experiment with different types of Learner Response System. All participants will need access to at least one computer between two for this work with internet access. This will enable them to access web-based interactive assessment.
Trainer(s) required	The trainer will need experience of using at least one type of interactive whiteboard and learner response system. The trainer will need a good understanding of the different types of assessment. The trainer should be aware that some teachers will not have access to Learner Response Systems; therefore it will be important to show other types of web-based assessment that may be more readily available.
Book/Web References	DVD: Effective Teaching and Learning using electronic Learner Response Systems produced by University of Wolverhampton www.revealproject.org *Reference L3 course support content folder resource: IWB 3.0 "Assessment using interactive technology – general information"
Assessment Options	The participants can submit their completed task.
Post-module follow-up	The participants may want to use some aspects of this module within their Resource Creation (Module 5). This may need to be considered before resources are allocated to different groups.
Different pathways through the module	This module can be completed as a half day, but a full day course will include the opportunity for participants to create some of their own assessment ideas. It is anticipated that participants will have already completed the module on IWB: Knowledge, Skills and Understanding. The length of this module can increased by adding in time for - individuals and groups to experiment with the different systems

	- participants to create an assessment resource
Delivery options at National/local level	The trainer will need to be aware of the Learner Response technologies available within the local schools. The trainer and the participants will need access to the Internet throughout this course.
Activity IWB 3.0	**An Introduction to Assessment using Interactive Technology in the Classroom**
Length	1:00 – 2.00pm (60 minutes)
Objective	By the end of this session, the participant will: • Understand that technology can be used for formative assessment • Understand that there are templates which enable assessments to be created • Understand the benefits and challenges of using technology based assessment Recognise that the teacher needs to consider the types of questions being asked in the classroom
Description	The trainer will need an appropriate IWB file which outlines some of the key issues and gives examples that teachers will need to be aware of. E.g. Formative assessment, Summative Assessment, Diagnostic Assessment This should include examples of open questions, closed questions, different types of multiple choice questions. This should also allow the participants to answer different types of questions so that they can begin to understand student response in the classroom. For example: The trainer may refer to Bloom's Taxonomy and discuss how to ask higher order questions. *Reference L3 course support content folder resource: IWB 3.0 "Assessment using interactive technology – general information"
Coffee	2:00pm – 2:10pm (10 Minutes)
Activity IWB 3.1	**Creating a Resource for Assessment using Interactive Technology**
Length	2:10pm – 3:30pm (80 Minutes)
Objective	By the end of this session, the participants will have explored different types of questions and assessments with their peers. The participants will have also had the opportunity to experiment with different question templates and web-based programs that can be used for assessment in the interactive classroom. This will include those with interactive whiteboards and Learner Response Systems.

Description	Give the participants the range of resources to explore. Ask them to work in small groups to design a learning activity to show their understanding of different types of questions and assessments.
	Less confident participants should be encouraged to present some of their understanding of different types of questions as a digital poster or resource using software that they are already confident with.
	You should allow a short time to share the finished resources in the final activity IWB 3.3. (10-15 mins depending on number of course participants)
	*Reference L3 course support content folder resource: Activity IWB 3.1"Creating a Resource for Assessment using Interactive Technology."
Activity IWB 3.3	Awaiting your Response
Length	3.30pm – 4.15pm (45 minutes)
Objective	• To give the participants the opportunity to share their activities and experience of using the technologies.
	• To understand the benefits and challenges of using technologies for assessment.
Description	Give each group the opportunity to present their work to everyone. (You will need to confirm the amount of time depending upon the size of the group.)
	Discuss the common benefits and challenges of these types of technologies.

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
IWB 3.0	"Assessment using interactive technology – Information Sheet"
IWB 3.1	"Creating a Resource for Assessment using Interactive Technology" (MS Word and PowerPoint)
	"Presentation score and comment sheet"
	This is available in Module 7.3 and can be used for this activity too.

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 4: Student Involvement in the Lesson and Beyond
(IWB 4.0)

IWB 4.0 – STUDENT INVOLVEMENT IN THE LESSON AND BEYOND

CPDLab Course:	The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.
Module Number	**4.0**
Module Title:	**Student Involvement in the Lesson and Beyond**
Pre-module requirements:	Participants who undertake in this module should have completed the module on IWB: Knowledge, Skills and Understanding. It is desirable that participants have also completed the module on using interactive whiteboards in your specific subject area.
Length:	3 hours
Venue and structure of module:	Participants should have access to at least one computer between two so that they are able to work in pairs to look at collaborative ways of working. Participants should also have access to an interactive whiteboard during the day so that they can consider the role of the teacher and the student in the classroom. Participants should also have access to a range of individual devices as listed in the resource requirements. The idea of this module is to give the participants the opportunity to consider "What is it like to be a student in your classroom?"
Organisation and layout of rooms required:	Organise a carousel of three activities relating to each of the areas outlined below. The trainer will need to consider the size of each group. The recommendation is that no more than 6 participants in each group. If the group is larger than 18, a 4th carousel could allow independent/free time in the Future Classroom Lab.
Overview of module:	The purpose of this module is to look at how the student involvement is managed when interactive technologies are integrated into the classroom. This will give the participants the opportunity to explore some additional technologies and/or software that may be useful and to understand how the roles of the teacher and the student may need to adapt to this new environment. The idea of this module is to give the participants the opportunity to consider "What is it like to be a student in your classroom?" Each participant is to be allocated a role for the tasks e.g. 1) Note taker 2) Photographer 3) Presenter 4) Task reader 5) Timekeeper 6) Resource Collector Give each participant a sticker with their role on.

Aims and Objectives of module:	**Student Involvement in the Lesson and Beyond**
	By the end of this module participants will:
	     a) Explore the role of the student in the classroom and how to involve the student in the lesson
	     b) Understand the need for individual and collaborative tasks in lessons
	     c) Recognise that there is a range of hardware and software available.
	
	Participants will have an overview of the following areas:
	1) **Collaboration and Presentation**
	Incorporate a range of IWB-linked technologies (e.g. document cameras, visualizers) and considering how these devices can be used for learning and teaching both by the teachers and the students themselves.
	
	2) **Collaboration and Differentiation**
	Explore a range of student devices (for groups and individuals) within the classroom – e.g. laptops/tablets/mobile devices
	Discuss the topic 'Bring Your Own Devices'/Bring Your Own Technology - 'BYOD'/'BYOT' in the classroom setting.
	
	3) **Collaboration and Social Interaction**
	Other web based initiatives (e.g. wikis, blogs, collaborative documents and social media) related to communication and collaboration and outline how this can be taken forward within school (within classrooms and between classrooms) and across schools and the wider community.
	
	If two trainers are available, the first trainer should work with the session on Collaboration and Presentation and use some of this time to go over the IWB tools. If there is a confident participant in the group, this person could also demonstrate some of the key skills. The second trainer should work with the session on Collaboration and Differentiation and facilitate the discussion on 1:1 and give the participants the opportunity to work with 1:1 devices.

Resources Required:	• At least one document camera or visualiser. • At least 6 laptops, 6 netbooks, 6 tablets, examples of other mobile devices • Access to an individual computer or one between two so that participants can explore wikis, blogs and other social media. • You will require an electronic template for each group to be able to work through as part of each carousel activity. Some participants may also prefer a paper version of this. • You will need to make sure each area is clearly labelled. • Reference L3 content course support content folder Activity IWB 4.1, 4. 2 and 4.3 (MS Word and MS Powerpoint)
Trainer(s) required:	The trainer will need to have knowledge of how to use interactive whiteboard software alongside other devices in the classroom. The trainer should be able to demonstrate the use of a document camera and/visualiser. The trainer should also be familiar with how to organise the students to use their own individual devices in an interactive classroom.
Book/Web References	http://1to1.eun.org

Assessment Options:	This is a collaborative group activity. These carousel activities do provide participants with an opportunity to identify an area for further study. Participants could be encouraged to contribute to forums/discussion about key points.
Post-module follow-up	Each of these carousel sessions could be explored with individual webinars beyond the course.
Different pathways through the module	It is suggested that this module is delivered as a carousel; this means that the large group of participants can be split into three groups, allowing each group to have time to experience each topic in this area.
Delivery options at National/local level	At a local level, this could be delivered in several sessions to larger groups if the equipment is available. In this module, you may want to use some of the time to assess the skill levels of some of the teachers. This could be achieved as part of the group work on Collaboration and Presentation. The first trainer could ask each group member to demonstrate different skills.
Activity IWB 4.0	**9.00am – 9.30am Welcome and organisation of session**
	Welcome participants to the day. Explain that the participants will be split into three groups and that they will move around each of the three activities throughout the day. Each section will last 45 minutes. The participants will remain with the same group all day. If the group is largely unfamiliar with any of the technologies, the trainer may choose to lead this with a larger group. However, the trainer should allow time for hands on experience. Each participant will be allocated a role 1) Note taker 2) Photographer 3) Presenter 4) Task reader 5) Timekeeper 6) Resource Collector You may choose different roles for your participants. By this stage of the course you will know your participants and you should therefore try to give them a role which will challenge them. E.g. if they have been a quiet participant so far, try to encourage them to be responsible for presenting. Give each participant a sticker to wear with their role on.
Activity IWB 4.1	**9.30am -10.30am Carousel One**
Length	60 minutes
Objective	To consider how we can use technology to encourage collaboration through presentation To explore a range of IWB-linked technologies (e.g. document cameras, visualizers) and considering how these devices can be used for learning and teaching both by the teachers and the students themselves.

Description	Using the template provided, highlight some of the main advantages/disadvantages of using these types of technologies. Discuss with your group some learning activities that would use these types of resources well. Think about the role of the student and the teacher in the lesson. How should the classroom be organised? What changes do you need to make? What support do you now need? There is one hour for this activity and the group will need to be ready to move on to the next activity after this time. **The trainer may also want to use this time to work with this group to go through skills 1-25 of the audit tool and any other IWB tools that need to be revisited from the first two days. The trainer may also want to ask some of the more advanced participants to demonstrate some specific tools that they use frequently.**
Break	15 minutes coffee break and group transition time.
Activity IWB 4.1.2	**10.45am – 11.45am Carousel Two**
Length	45 Minutes
Objective	• To consider how we can use technologies to explore collaboration and differentiation • To understand the benefits of providing for individual student learning needs through technology • To explore a range of individual student devices within the classroom – e.g. laptops/tablets/mobile devices • Discuss the topic 'Bring Your Own Devices'/Bring Your Own Technology - 'BYOD'/'BYOT' in the classroom setting. (This can be done as a separate discussion, or included as part of the section on 1:1 devices.)
Description	Using the template provided, highlight some of the main advantages/disadvantages of using these types of technologies. Discuss with your group some learning activities that would use these types of resources well. Think about the role of the student and the teacher in the lesson. How should the classroom be organised? What changes do you need to make? What support do you now need? There is one hour for this activity and the group will need to be ready to move on to the next activity after this time.
	15 Minutes You will need to bring everyone back together, ask if there are any key questions from the morning that need to be addressed before lunch. After the lunch break the teachers can go directly into Carousel three.
	Lunch 12:00 noon– 1:00pm
Activity IWB 4.1.3	**1:00pm – 2:00pm Carousel Three**

Length	45 minutes
Objective	• To consider how we can use technologies to provide opportunities through collaborative learning and social interaction. • To explore collaborative web based initiatives (e.g. wikis, blogs, collaborative documents and social media) related to communication and collaboration and outline how this can be taken forward within school (within classrooms and between classrooms), across schools and the wider community.
Description	Using the template provided, highlight some of the main advantages/disadvantages of using these types of technologies. Discuss with your group some learning activities that would use these types of resources well. Think about the role of the student and the teacher in the lesson. How should the classroom be organised? What changes do you need to make? What support do you now need? There is one hour for this activity and the group will need to be ready to move on to the next activity after this time.
Activity IWB 4.2	**2:00pm – 3:00pm Whole group discussion and conclusions**
Length	1 hour
Objective	To provide the opportunity for the participants to share their conclusions about each of the carousel activities and to consider any recommendations from each group.
Description	Bring all the participants back together as one group. Ask each group to share some of the main thoughts from each carousel activity and use the time to allow different participants to show/demonstrate learning points. You may ask one group to lead each of the carousel activities and then ask the other groups to add in additional points.
Activity IWB 4.3	**3.00pm – 4:00pm**
Length	1 Hour
Objective	To give the participants the opportunity to revisit the carousels, whilst considering the points raised in the whole group discussion. The purpose of this session is to allow the participants more hands on time, now they have visited all three groups and addressed the benefits and challenges. By the end of this session, the course participants will understand how all these technologies can be integrated to support student learning and teaching methods.
Description	Give the participants time to revisit the carousel activities, whilst considering the key points from each discussion. You may choose whether you wish to lead this as a whole group working at each carousel or by dividing the participants into the same smaller groups.

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
IWB 4.1.1	Student Involvement in the Lesson and Beyond: Collaboration and Presentation (MS PowerPoint) Each group will need access to all three files 4.1.1, 4.1.2, and 4.1.3.
IWB 4.1.2	Student Involvement in the Lesson and Beyond: Collaboration and Differentiation (MS PowerPoint) Each group will need access to all three files 4.1.1, 4.1.2, and 4.1.3.
IWB 4.1.3	Student Involvement in the Lesson and Beyond: Collaboration and Social Interaction (MS PowerPoint) Each group will need access to all three files 4.1.1, 4.1.2, and 4.1.3.
IWB 4.1.1, 4.1.2 and 4.1.3	IWB 4.1.1 4.1.2 4.1.3 Carousel Group Activity Module Four Discussion Sheet

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 5: Resource Creation
(IWB 5.0)

IWB 5.0 - Resource Creation

CPDLab Course:	The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.
Module Number	**IWB 5.0**
Module Title:	**Resource Creation**
Pre-module requirements:	Participants who undertake in this module should have completed the module on IWB: Knowledge, Skills and Understanding.
Length:	4 hours This module of the course can be completed over several days. It will depend on the structure of the whole course. If this is part of the five day course, the trainer may choose to deliver it at the end of the course or as an on-going piece of work. However, it is anticipated that all participants will have completed Module IWB 1.0 before undertaking this module. Resource Creation can also be completed by participants beyond the course and submitted afterwards. In most cases, participants will be expected to undertake this work over two days. The trainer will need to make it clear to the participants how much time is available.
Venue and structure of module:	Participants should have access to at least one computer between two so that they are able to work in pairs to create resources. Participants should also have access to an interactive whiteboard during the day so that they are able to practise using their resources.
Organisation and layout of rooms required:	The trainer may require opportunity for the participants to work together at the beginning of the session and during the day to demonstrate ideas. The participants will be encouraged to work in pairs to undertake this task; however, the tasks can be completed individually if preferred.
Overview of module:	This module will provide the opportunity for participants to find and locate existing useful resources to support the creation of their own lesson activities. The participants should then create their own learning activities and increase their confidence with delivering such materials with their students. By the end of this module, all participants should be able to share their new resources with others and receive feedback.
Aims and Objectives of module:	**Resource Creation** By the end of this module participants will: a) Locate existing resources and understand where to find relevant materials to support resource creation b) Create at least one new resource/learning activity c) Explore lesson structures and lesson content for better learning results d) Share observations and prepare to present resources for peers to review

Resources Required:	Participants will need access to a laptop with interactive whiteboard software. The trainer should try to ensure that the teacher has access to the same interactive whiteboard software that is available in his/her own school. The trainer would benefit from being able to access an interactive whiteboard throughout the day to demonstrate additional examples and to support participants.
Trainer(s) required:	The trainer will need to be competent and confident with the use of at least one interactive whiteboard and the current version of software. The trainer should have experience of other types of interactive whiteboard software and some of the resource creation tools.
Book/Web References	Making the Most of Your Interactive Whiteboard ISBN 9-789490-477400 http://moe.eun.org/web/iwbworkinggroup/guidelines http://lreforschools.eun.org www.whiteboardblog.co.uk www.triptico.co.uk www.topmarks.co.uk **Commercial Supplier online communities** Dymo-Mimio: www.mimioconnect.com e-Instruction: www.einstruction.com Promethean: www.prometheanplanet.com RM: www.easilearn.com SMART: www.exchange.smarttech.com/index.html Further Research: Thomas, Michael and Euline Cutrim Schmid. (2010) Interactive Whiteboards for Education: Theory, Research and Practice. Hershey, USA IGI Global. ISBN13: 9781615207152
Assessment Options:	The trainer should ensure that the participants submit their work that they have created. These can then be used as examples with other participants.
Post-module follow-up	The trainer should provide a webinar 6-8 weeks after this course to follow up some of the key points and to give the teachers the opportunity to share new resources that they have created.
Different pathways through the module	This module can be completed over several afternoons or as the final two days of a five day course; this will depend on the initial skill level of the participants. All participants should have completed the module on IWB: Knowledge, Skills and Understanding. In addition, the trainer may want to give the participants more time to explore existing examples. This could include revisiting the Module 1 and Activity 1.5 "Examples to Explore."

	Regardless of the pathway, the participants should be encouraged to share their resources with others and receive appropriate feedback.
Delivery options at National/local level	If this module is completed at a national/local level, the trainer may choose to run the course over several weeks; this would allow participants to create materials and then try them out with a group of students before developing them further. This would also allow the opportunity for participants to submit their resources for assessment.
Activity IWB 5.1	**The Challenge**
Length	9:00am – 10.30am (90 minutes)
Objective	- To give the participants the opportunity to create their own resource. - To develop understanding of the role of the teacher and the role of the student using technologies.
Description	Participants will be encouraged to undertake this task in pairs. However, some may choose to work individually. The participants will be introduced to The Challenge. The trainer can decide whether to group the participants or to ask them to find appropriate colleagues to work with. Ideally, the participants should work in pairs. The participants will work on their task. The trainer will move around and work with each group consecutively or as otherwise required. Where groups are struggling with the same problems, the trainer may choose to bring groups together to demonstrate specific skills. The lesson planning sheet is available to enable the participants to think through the various aspects of the lesson and have considered how the student learning needs will be addressed using the technology. *Reference L3 course support content folder resource: Activity IWB 5.1 "The Challenge" *Reference L3 course support content folder resource: Activity IWB 5.1.a Lesson Planning Sheet.
Coffee	10.30am-10.45am
Activity IWB 5.2	**The Challenge continued**
Length	**10.45am – 11.45am (60 Minutes)**
Objective	To give the participants opportunity to create a new resource and associated learning activities.
Description	The participants will continue with The Challenge. The trainer will continue to move around and work with each group consecutively or as otherwise required. Where groups are struggling with the same problems, the trainer may choose to bring groups together to demonstrate specific skills.

	As part of this task, the participants may also want to revisit the IWB Skills Audit to look at any key skills that may need to be revisited. *Reference L3 course support content folder resource: Activity IWB 5.1 "The Challenge."
Activity IWB 5.3	**Summary of key messages and next steps**
Length	11.45am – 12 noon (15 minutes)
Objective	• To address key learning issues that have arisen throughout the morning • To identify the amount of time still required to complete The Challenge
Description	The trainer should use this section to summarise the key points emerging from the course participants first attempts at The Challenge and from the rest of the day and to remind the participants about the timings of the following day. As part of this task, the participants may also want to revisit the IWB Skills Audit to look at any key skills that may need to be revisited.

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
IWB 5.1	Task Description: "The Challenge"
IWB 5.1.a	Resource: Lesson Planning Sheet

CPDLab

Continuing Professional Development Lab

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 6: Communication and Collaboration Beyond the Classroom

(IWB 6.0)

IWB 6.0 - COMMUNICATION AND COLLABORATION BEYOND THE CLASSROOM

CPDLab Course:	**The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.**
Module Number	**6.0**
Module Title:	**Communication and Collaboration Beyond the Classroom**
Pre-module requirements:	Participants who undertake in this module should have completed the module on IWB: Knowledge, Skills and Understanding.
Length:	2-3 hours You should allow at least two hours for this module. However, the length of time will be dependent on how far the teachers have progressed through the module on Resource Creation. You should adapt the timings below to reflect this.
Venue and structure of module:	This course will be delivered at the Future Classroom Lab. This course will be delivered by the trainer using the main FCL and the interact section. It is anticipated that this module will be delivered after the participants have undertaken all of the other modules. However, it will depend upon availability of resources.
Organisation and layout of rooms required:	You will need the whole group together for the start of this activity. You will need to split the group into two.
Overview of module:	The purpose of this session is to enable the course participants to understand how the interactive technologies can be used to collaborate and communicate beyond the classroom. The session will give the participants hands on experience, time to talk about the benefits of such approaches and opportunity to consider some of the key challenges.
Aims and Objectives of module:	**Communication and Collaboration Beyond the Classroom** By the end of this module participants will: a) Explore the benefits/challenges of sharing across classrooms b) Recognise the benefits of collaborating in 'real time' c) Understand the challenges of collaborating in 'real time'. d) Experience live links to another classroom e) Explore sharing platforms and conferencing tools for example tools such as Elluminate; WebEx; Bridgit; Adobe Connect; Skype; others as they become available (the trainer will identify two for the course) f) Develop project ideas that can be explored in your own school which enable you to connect with another classroom using interactive technologies.

Resources Required:	This will vary slightly according to the conferencing software that you choose to demonstrate. If you are delivering this module at the FCL, you will need to have made prior arrangements to access the conferencing software and request a timeslot. Corning Video – A Day Made of Glass
Trainer(s) required:	The trainer will need to be familiar with online conferencing software. The trainer will need to be able to use the interactive whiteboard.
Book/Web References	Video: Corning - A Day Made of Glass ITEC website – Beam in the Expert http://itec.eun.org
Assessment Options:	Participants could produce a scheme of work which outlines a series of lessons using opportunities to improve communication and collaboration between classrooms.
Post-module follow-up	This module could also be delivered by a webinar e.g. Blackboard Collaborate, Web-Ex (CISCO), Bridgit, Skype or other similar systems, however, this is dependent on a good and reliable web connection. It is anticipated that during this session, the trainer should demonstrate two examples of Conference/Communication/Collaboration Software.
Different pathways through the module	This module is ideally situated at the end of this course; it could be delivered on day four/five. At the time of writing this course, these technologies are still emerging and are not always reliable in individual countries. The important aspect is that course participants understand the art of the possible and understand the potential benefits of being able to collaborate with another classroom.
Delivery options at National/local level	At a National/localised level, the trainer may need to identify the types of software that teachers are using for this type of activity prior to delivering the course. The trainer will also need to make sure that there are two rooms available to simulate this activity – allowing one group to be in a different room.
Activity IWB 6.1	**Working beyond my classroom**
Length	1:00pm – 1.30pm (30 minutes)
Objective	To introduce the concept of communication and collaboration using interactive technologies that enables the teacher and students to work with at least one other classroom. To enable participants to understand the range of technologies that are available to support this task.
Description	Discuss the objectives for the session. Ask the participants to share any examples of how they currently or have previously used interactive technologies to communicate and collaborate beyond their own classroom. E.g. e-Twinning teachers may have lots of examples – focus specifically on real time collaboration on resources.

	Ask the participants to highlight any benefits or challenges that they already know of.
Length	1.30pm – 2:00pm (30 minutes)
Objective	The purpose of this activity is to allow the course participants to observe the trainer interacting with another classroom. This simulation may take place between two rooms, or if set-up allows, the trainer can communicate with an external institution. (This will require prior set up time and agreement of activity.)
Description	In this session, the participants will split into two groups. The trainer will lead a session for the group to observe live and participate in, demonstrating the ability to write on each other's whiteboard and to collaborate together. At the end of this session, the participants will come back together to consider the benefits and challenges, and to ask any questions that have arisen.
Coffee Break	2.00pm – 2.15pm (15 minutes)
Activity IWB 6.2	**Is anybody there? –** **Designing a short activity for communication and collaboration**
Length	2.15pm – 3.00pm (45 minutes)
Objective	In this session, the course participants will plan a short 5-10 minute activity to deliver with another classroom.
Description	The participants will split into two groups. Each group will plan a short activity that will work when communicating with another classroom. The participants will need to think about how to involve a group of students within the lesson. Reference L3 course support content folder resource Activity IWB 6.2
Activity IWB 6.3	**Is anybody there? - Trial**
Length	3.00pm – 3.45pm (45 minutes)
Objective	The purpose of this activity is for the course participants to trial their activity with the each group. By the end of this activity, the participants will have had the opportunity to use the equipment and begin to develop some understanding of the benefits and challenges.
Description	The purpose of this activity is for the course participants to trial their activity with the each group. Each group will need to take it in turns to lead the activity. Whilst the activity is underway, the participants should consider any benefits and challenges of using these types of technologies.
Activity IWB 6.4	**Summary of Next Steps**
Length	3.45pm – 4.00pm

Objective	In this brief session, the trainer will summarise the key messages from this activity and highlight any next steps for the teachers.
Description	Summarise the benefits and challenges of these types of technologies. Ask the participants what they would like to be able to achieve with these types of technologies. Summarise the next steps.

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document
IWB 6.2	Description of Task: Is anybody there? (MS Powerpoint)

Training Manual and Resources

Course:

Making the Most of Your Interactive Whiteboard

Module 7: Planning, Presentation and Delivery (IWB 7.0)

IWB 7.0 - PLANNING, PRESENTATION AND DELIVERY

CPDLab Course:	**The Pedagogical use of Interactive Whiteboard (IWB) Technologies in Secondary Schools.**
Module Number	**IWB 7.0**
Module Title:	**Planning, Presentation and Delivery**
Pre-module requirements:	Participants who undertake in this module should have completed the module on IWB: Knowledge, Skills and Understanding. Participants who undertake this module should also have completed Module 5 - Resource Creation.
Length:	6 hours This module of the course can be completed over several days. It will depend on the structure of the whole course. If this is part of the five day course, the trainer may choose to deliver it at the end of the course or as an on-going piece of work. However, it is anticipated that all participants will have completed Module IWB 1.0 before undertaking this module. Resource Creation could also be completed by participants beyond the course and submitted afterwards.
Venue and structure of module:	Participants should have access to at least one computer between two so that they are able to work in pairs to create resources. Participants should also have access to an interactive whiteboard during the day so that they are able to practise using their resources.
Organisation and layout of rooms required:	The trainer may require opportunity for the participants to work together at the beginning of the session and during the day to demonstrate ideas. The participants will need to be able to work either individually or in pairs to prepare their materials.
Overview of module:	The purpose of this module is to provide the opportunity for participants to consolidate their learning from across the week. The participants should be able to understand what they will need to do when they get back into their own teaching environment.
Aims and Objectives of module:	**Planning, Presentation and Delivery** By the end of this module participants will: a) Explore their own professional development needs and begin to plan for personal development for effective use of the interactive whiteboard and other technologies b) Enhance their ability to create new resources for the interactive whiteboard using appropriate software. c) Develop presentation and delivery skills and understand how to involve students in lessons. d) Share observations and present resources for peers to review

Resources Required:	Participants will need access to a laptop with interactive whiteboard software. The trainer should try to ensure that the teacher has access to the same interactive whiteboard software that is available in his/her own school. The trainer would benefit from being able to access an interactive whiteboard throughout the day to demonstrate additional examples and to support participants.
Trainer(s) required:	The trainer will need to be competent and confident with the use of at least one interactive whiteboard and the current version of software. The trainer should have experience of other types of interactive whiteboard software and some of the resource creation tools.
Book/Web References	Making the Most of your Interactive Whiteboard ISBN 9-789490-477400
Assessment Options:	The trainer should ensure that the participants submit their work that they have created. These can then be used as examples with other participants.
Post-module follow-up	The trainer should provide a webinar 6-8 weeks after this course to follow up some of the key points and to give the participants the opportunity to share new resources that they have created.
Different pathways through the module	This module can be completed over several days within a five day course. It is recommended that the participants should have completed the module on IWB: Knowledge, Skills and Understanding. Regardless of the pathway, the participants should be encouraged to share their resources with others and receive appropriate feedback.
Delivery options at National/local level	If this module is completed at a national/local level, the trainer may choose to run the course over several weeks; this would allow participants to create materials and then try them out with a group of students before developing them further. This would also allow the opportunity for participants to submit their resources for assessment.
Activity IWB 7.1	**Planning for School/Classroom Development in Context:** **Where am I in the middle of all this?**
Length	9.15am -10.30am (75 minutes)
Objective	The purpose of this session is to give the participant the opportunity to reassess his or her own skill level and to determine next steps for development.
Description	Each participant can access a copy of the resources for this section. The trainer may prefer to divide the participants into small groups or pairs to undertake this task. Using the PowerPoint file the participants can consider what they will need to do when they get back into school to continue to improve their use of the interactive whiteboard and other digital resources Using the MS Word file, the participants can rate their progress/school progress for each section and following discussion with others can record key issues and actions.

	The trainer may decide that one of these activities is enough to complete within the session. If the trainer chooses to do just one of the activities, it will be most useful to ensure that the participants have had time to consider their own development.

The trainer may want to divide the group into those with more senior roles who are thinking about whole school development and practitioners who are responsible for lesson development.

The trainer may choose for all the participants to share their thoughts at the end of the lesson or only identified groups.

As part of this task, the participants may also want to revisit the IWB Skills Audit to look at any key skills that may need to be revisited.

*Reference L3 course support content folder resource:
Activity IWB 7.1a "Where am I in the middle of all this?" PowerPoint
Activity IWB 7.1b "Planning for Lesson Development in Context" MS Word
Activity IWB 7.1c "Planning for School or Classroom Development in Context" MS Word |
Coffee Break	10.30am – 10.45am (15 minutes)
Activity IWB 7.2	**The Challenge - Completion**
Length	10.45am – 12 noon (75 minutes)
Objective	To give the participants the opportunity to complete their own resource and to practise for their presentation. Participants will be encouraged to undertake this task in pairs. However, some may choose to work individually.
Description	The participants will work on their task. The trainer will move around and work with each group consecutively or as otherwise required. Where groups are struggling with the same problems, the trainer may choose to bring groups together to demonstrate specific skills.

The trainer should give the groups the opportunity to practise using the interactive whiteboard for their presentation.

The trainer may also encourage the participants to visit other groups and have a preview where they can make suggestions for how the others can improve their work and also check if there are ideas that they could use too.

The trainer will need to make the participants aware that this is the final session for preparation of the resource.

Participants who have completed this task should have time to finish their own resource bank. |
| Lunch | 12.00noon-1.00pm (1 hour) |
| **Activity IWB 7.3** | **The Challenge - Presentation** |

Length	1.00pm-2.30pm (90 minutes)
Objective	The purpose of this session is to allow the participants to present their completed resources and to demonstrate them.
Description	Each group will be allocated a time slot by the trainer. This should be for ten minutes with the opportunity for questions afterwards. The trainer should let each group know in advance when they will present. The trainer should also collect each piece of work for FCL. The trainer should give each group constructive feedback after the presentation and where appropriate, offer some points for development. Other participants should also be encouraged to give feedback too. Reference L3 course support content folder resource: Presentation and Score Sheet IWB 7.3 MS Word File
Coffee	2.30pm-2.45pm (15 minutes)
Activity IWB 7.4	**Celebration of Achievement**
Length	2.30pm -3.15pm (45 Minutes)
Objective	The purpose of this session is to distribute certificates and any awards from the week. The participants should also be clear about any next steps following completion of the course.
Description	The trainer will use this short time to capture some of the main points that have been addressed throughout the course. The trainer should also give the opportunity for the participants to share their next steps. The trainer will need to distribute certificates to all participants who have completed the course. These will need to be signed by the Course Director. You will need to check that individual names are correct. If participants require additional information for their national agency, please make a note of this. (for example: some National Agencies require signatures on additional paperwork)

The course will finish at 3.15pm on Fridays to allow travel time.

Level three: COURSE SUPPORT CONTENT

Summary of the supporting content required by the trainer to run the various activities described in the above module.

Course/Module/Activity	Course Support Document

IWB 7.1a	"Where am I in the middle of all this?" (MS PowerPoint)
IWB 7.1b	"Planning for Lesson Development in Context" (MS Word)
IWB 7.1c	"Planning for School or Classroom Development in Context" (MS Word)
IWB 7.3	Presentation Score and Comment Sheet (MS Word)
	Certificate for Course Participants

CPD*Lab*

ABOUT THIS PUBLICATION

This document is created as part of an EC-funded project, CPD*Lab*.

Creative Commons
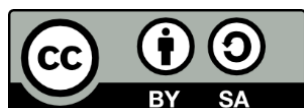
CPD*Lab* partners

Contact

Website: http://cpdlab.eun.org

Email: info@eun.org

Disclaimer