

Gage, Jenny (2005), 'How to Use an Interactive Whiteboard Really Effectively in Your Secondary Classroom', David Fulton Publishers, ISBN 1843122626, pp 31-32

Creating Lesson Resources

Various attempts have been made to identify stages in the development of teachers' use of an IWB. One such schema identifies familiarisation, utilisation, integration, reorientation and evolution. Teachers go through familiarisation when they first begin to find out what the IWB can do. Utilisation occurs when they start to use the board in the classroom by replacing things they would previously

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have done without it. This may seem unnecessary use – surely ICT should only be used if there is some clear advantage to be gained from that use? Apart from helping to reach higher stages, however, this stage may not be without its own benefits. The pace of lessons may increase through the ready availability of other resources; higher-order questions may be provided by such resources; annotated documents can be saved for future use.

A real difference occurs on reaching the stage of integration. At this stage, teachers regard the board as a necessary part of their teaching resources, and would not consider being deprived of it.

A teacher at this stage can see that the IWB offers many possibilities, and that lesson planning and preparation is stimulated and inspired by these. He or she will incorporate IWB use into lesson planning across the whole range of topics taught.

Those who have reached the stage of reorientation are prepared to show others how to use it, demonstrating how to use it in their lessons. One teacher told me that she is now training other people. She had had an opportunity to do a presentation on using ICT at a conference and was getting her name known. She was excited by the professional development opportunities that IWB use was making possible.

Finally, those who reach the stage of evolution are the teachers who evolve new ways of presenting material across the curriculum. Such a teacher will integrate ideas and various electronic resources to meet the needs of all the students in her class, always looking out for new ideas and new ways of exploiting the technology available to her so that she improves students' learning experiences. In the lessons I observed, I saw evidence of this: the lessons were fast-paced and exciting, full of good questions and answers from the students.

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