



Teacher Training 2014 USING INTERACTIVE WHITEBOARDS

Course Dates: 20 July – 26 July 2014	Course Location: The University of Kent at Canterbury	Course Fees: £600	Course Code: TIW30
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Target audience

- Experienced native and non-native teachers who teach children, teenagers or adults.
- Teachers who have little background knowledge about technology but are curious
- Teachers with only basic computer skills. If you can write a word document and send an email but wonder how you could use an Interactive Whiteboard in class – you will benefit from this course.
- A pre-intermediate level of English (A2/B1) is sufficient.

Course summary

Many teachers are expected to use interactive whiteboards (IWB's) now because their schools have purchased them. An IWB can be a terrific tool for engaging students, but only if used at the right stages of the lesson and for limited times. In this course teachers will learn how to use an IWB, how to design a lesson where the IWB supports learning but does not take over the lesson and how to develop suitable materials for their context using the IWB's capabilities. Each participant will develop an e-diary reflecting on the course and describing possible applications of the coursework to their own educational context. This course has been designed to help teachers who have little or no experience of computers in educational use IWBs with confidence.

Programme of the training activities.

- Using an IWB: What is it and how does it work?
- Setting up your IWB
- Different interactive whiteboards: problem or no problem?
- Using the basic menu
- Using the companion software
- How do IWB's support teaching and learning?
- Styles of input and practice: collaborative learning projects, interactive learning and constructivism
- Alternatives to IWB's
- Respecting copyright
- Lesson planning and task design
- Handling technical problems in front of learners
- How your teaching style can be improved by interactive whiteboards
- Putting it together: integrating video into the curriculum

Description of training content:

Preparation

Each participant will fill in an online survey one week before the start date outlining their expected outcomes as a result of attending this course. This is so that time can be used effectively once we are all together at Pilgrims.

During the course

We advise you to bring your own laptops for the course. A microphone/headset (USB model) and a memory stick, minimum 2 GB is strongly recommended. You are advised to bring along copies of any course documents, materials, exams or other areas of your own work that you might use while designing online materials or quizzes.

Pilgrims, 4-6 Orange Street, Canterbury, Kent CT1 2JA

www.pilgrims.co.uk

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Expected results

As a result of attending this course, teachers will gain a broad understanding of the potential uses of an IWB in the classroom. Teachers will learn the techniques and understand the software their IWB uses. Teachers' lesson planning and materials design skills will be improved. Their overall digital literacy skills will also be improved.

Is this the right course for me?

- Yes, if you feel curious about how to use an IWB.
- Yes, if you are nervous of using technology in class because you do not know how to handle technical problems.
- Yes, if you think learning to use an IWB will help your teaching stay up-to-date.

If this is not the right course for you, please consider the following:

- **Using Technology in the Classroom Level 1** if you want a basic ICT course
- **Using Technology in the Classroom Level 2** if you want a more advanced ICT course
- **Using Mobile Technology** if you want to focus on a different aspect of using technology

Programme of the training activities day by day:

Please note this is an **example** of a daily programme. Course content may often be usefully adapted to incorporate the needs of each specific group.

Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9.00– 10.30	Group bonding. Our learners' needs	Task design principles Developing quality materials	Alternatives to an IWB	Creating interactive tasks for learners: hands- on practice	Involving students more
11.00– 12.30	What is an IWB? Setting up an IWB	Copyright concerns when designing materials: fair use rules and CC	Creating vocabulary or grammar lessons on an IWB	Swap-shop	Your reflections and future projects
PM 14.00- 15.30	Examples of good practice with an IWB	Adding media to your IWB-based lessons	Using an IWB in skills lessons	Learning points More about the software	Wrap up: FAQs What have we learned and what will we take away? Farewells

Recommended reading:

- "Blended learning" P. Sharma & B. Barrett (Macmillan) 2007
 "How to use an interactive whiteboard really effectively in your primary classroom" J. Gage (David Fulton) 2004
 "How to Teach English with Technology" G. Dudeney & N. Hockly (Pearson) 2007
 "Activities for Interactive Whiteboards with CD-ROM" D. Martin (Helbling) 2009

Please note you do not need to buy or bring these books to the course.

Type of the certification awarded in the language of the training:

Attendance certificate detailing topics covered, course content and the number of training hours.

Contact details:

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