Erin Liter

Thomas

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Interactive White Board Activities

Four of the activities were created for a freshmen English class; the other was created for a junior English class. The freshmen activities are centered on different units in including specific material we are reading in class and some grammar concepts the students have been practicing throughout several units. The junior activity is related to a novel that is read toward the end of the course. The core content associated with these activities varies from applying punctuation rules to using contextual knowledge of a time period and place to analyze the protagonist and themes within a novel. I wanted to create activities that could span across units and I wanted to try activities for different levels to see what the interactive whiteboards and the notebook program had to offer. Having never had an interactive whiteboard in my classroom, and no experience with using one, I needed multiple areas with which I could experiment. Overall, I found that interactive whiteboards and the notebook program are accessible, functional, innovative, and engaging.

The activities meet KyTS6 in every way. Interactive whiteboards were designed in such a way as to help teachers incorporate technology, let students use technology more frequently, be evaluated through technological means, and learning results can then be exported into a document which can then be recorded, shown to parents, posted on website, etc. The activities I created show all of these facets. The Contextual information for *Romeo and Juliet* and *Catcher in the Rye* allow students to look beyond the writing in the book- they allow for students to glean more information through different resources, visual and auditory, allowing the students to make more significant connections and granting them more access to the original text. These activities are designed to be teacher-led, but I also created two activities that are led by student involvement. The characterization review for *The Adoration of Jenna Fox* and the grammar review require students to get out of their desks, to come up to the board, and manipulate objects on the interactive whiteboard. The final activity is an evaluation of student identification and application of grammar rules. The Interactive whiteboard and the notebook program are some of the best resources a teacher can have at their disposable.

The activities meet NETS\*T through intriguing and engaging students with interactive/kinesthetic activities and contemporary experiences and assessments. The student-centered learning activities meet the engagement standard, the teacher presented visual and audio aides meet the teacher requirement to exhibit knowledge and skills in a global and digital society, and the assessment includes contemporary tools and resources to provide varied formative assessment that informs learning and teaching.

The activities align with the research on interactive whiteboards through the use of graphics, videos, and access to other internet sites, which, according to research, accounts for a 26 percentile point gain in student achievement ( Marzano 2009). Additionally, Interactive White Boards allow teachers to more effectively teach interactive whole class lessons (Wall, Higgins, &Smith, 2005). Researches find the cost of an IWB to be the main barrier to use in the classroom, which is a problem I am currently facing, but I am also loking into grants that could possibly result in the integration of this wonderful tool into my resources for teaching.