



Hands off, Vanna! Giving Students Control of Interactive Whiteboard Learning

Candace Hackett Shively

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This Notebook was created by Candace Hackett Shively as part of a presentation for the ISTE Conference 2011.

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Materials to accompany this presentation can be found at <http://www.teachersfirst.com/iste/iwb>



Hands off, Vanna! Giving Students Control of Interactive Whiteboard Learning

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**Enter and leave your mark or ask an IWB
question:**

GOOD reasons

NOT-so good reasons

It's fun!

Main idea,
summarize, cloze

Color code, highlight

rearrange,
sort, order

organize,
compare,
map

Share
electronically

Be
Vanna

Send home/
post to web

Engaging
to *watch*

print to
pdf

It's magic

argue,
collaborate...
print out

Save and
revisit
activities

Package
your
lessons

Kinesthetic
learning

LARGE view of
interactives

St. thought wall

St.
collaboration
"sidebar"

Demo web sites/
tech skills

(<http://vionto.com/show/>) - Eyeplorer

Working With Words on the IWB

(words from the web or from students)

Highlight to indicate:

Knew that/have tried it

New idea to try!

Not sure

brainstorm, then **color code**
Cloze passages

main idea

sentence or word order
context clues

COLOR coding!

inferencing

signal words

terms and vocab:
ranking or relationships

(st.) model or collaborative
note-taking

parts of speech

Working With Words from the Web:
sequence/sentence order

www.literatureproject.com

They soon know that they will grow up, and the way Wendy knew was this.

Two is the beginning of the end.

This was all that passed between them on the subject, but henceforth Wendy knew that she must grow up.

You always know after you are two.

One day when she was two years old she was playing in a garden, and she plucked another flower and ran with it to her mother.

All children, except one, grow up.

I suppose she must have looked rather delightful, for Mrs. Darling put her hand to her heart and cried, "Oh, why can't you remain like this for ever!"

All children, except one, grow up. They soon know that they will grow up, and the way Wendy knew was this. One day when she was two years old she was playing in a garden, and she plucked another flower and ran with it to her mother. I suppose she must have looked rather delightful, for Mrs. Darling put her hand to her heart and cried, "Oh, why can't you remain like this for ever!" This was all that passed between them on the subject, but henceforth Wendy knew that she must grow up. You always know after you are two. Two is the beginning of the end.

Working With Words:
Main idea or summary

<http://sciencenewsforkids.com/>

<http://www.teachersfirst.com/single.cfm?id=10157>

Article credit: <http://www.sciencenewsforkids.org/2010/01/slumber-by-the-numbers-2/>

Jan. 27, 2010

It's an important question: "On an average school night, how many hours of sleep do you get?" More than 12,000 high school students were recently asked that during a survey by the Centers for Disease Control and Prevention. The overall answer: not enough.

Studies have shown that teenagers really need at least nine hours of sleep, with eight hours considered a "borderline" acceptable amount. In the CDC study, however, only around 900 of the surveyed students reported getting the ideal amount, while an additional 2,800 reported averaging eight hours of shut-eye nightly.

Danice Eaton, a research scientist at the CDC, led this most recent survey, which was part of what the agency calls a Youth Risk Behavior Surveillance. Every year, CDC scientists like Eaton ask high school students about behaviors that can harm their. The questions are on topics such as nutrition, weapons, sex and drug use — and sleep.

Sleeplessness, like other behaviors, carries a heavy toll. Scientists ask the survey questions to find a way to help people. Among people between the ages of 10 and 24, nearly three of every four deaths happen for one of the following reasons: motor vehicle accident, other accidents, homicide and suicide. Scientists like the CDC's Eaton hope that by understanding the risky behaviors, like sleeplessness, that might contribute to these tragedies, they may be able to save lives.

Also, without sleep, a person might have more trouble learning or exercising good judgment. Over time, people who regularly don't get enough sleep are more likely to be obese (which means very overweight) or get sick with serious diseases, some studies have found. Other studies have shown that even one night with less sleep than needed can throw off the chemical balance of the body.

Most students interviewed got much less than eight hours of sleep. Eaton and her team found that 30.2 percent, or about 3,600 students, sleep for only seven hours per night. About 2,700 students, or 22.8 percent, sleep only six hours per night. About 1,200 students, or 10 percent, reported sleeping five hours, and 5.9 percent, or 708 students, said they slept four hours or less.

The CDC's study identified a problem — but not the cause. Why do teenagers sleep less than they should? Maybe many teens like to work and stay up late. (This can make it rough to get up for school the next morning.) A number of scientific studies suggest some other ideas, as well. Computer use may be a culprit: Some scientists have found that the blue light given off by computer screens may interfere with the body's internal biological clock — making it difficult to go to sleep.

Other scientists have come up with new and interesting ways to help people who can't sleep.

Studies suggest, for example, that a person's biological clock responds favorably to blue light that is the color of the sky. So perhaps people are biologically "set" to start their day when they see the sky — and when people see a blue computer screen, their bodies misinterpret the light as morning. Some research has shown that donning a pair of yellow glasses at night will block the blue wavelengths. This allows people to become naturally sleepy, even after a long night on the computer.

Whatever the cause of too little sleep may turn out to be, the CDC's effort to identify the problem is an early step toward finding a treatment. Once scientists understand the problem, they can design ways to solve it.

Working With Words:
Main idea Cloze Passage

sleep not enough
scientists CDC teenagers

Working With Words from the
Web
Rank by Connotation (good to bad)

"fat"

GOOD

adjective

- * fatty
- * juicy
- * fertile
- * productive
- * rich
- * rounded

antonyms

- * nonfat
- * thin

related terms

- * endomorphic
- * pyknic
- * rounded
- * thick

similar terms

- * abdominous
- * adipose
- * blubbery
- * buttery
- * buxom
- * chubby
- * compact
- * corpulent
- * double-chinned
- * dumpy
- * embonpoint
- * endomorphic
- * fattish
- * fleshy
- * fruitful
- * greasy
- * gross
- * heavy
- * heavyset
- * jowly
- * loose-jowled
- * obese
- * oily
- * oleaginous
- * overweight
- * paunchy
- * plump
- * podgy
- * porcine
- * portly
- * potbellied
- * profitable
- * pudgy
- * pyknic
- * roly-poly
- * rotund
- * sebaceous
- * stocky
- * stout
- * suety
- * superfatted
- * thick
- * thickset
- * tubby
- * weighty
- * zaffig
- * zoftig

BAD

word connotation: <http://words.bighugelabs.com/>
review: <http://www.teachersfirst.com/single.cfm?id=10446>

Don't know!

compact blubbery fleshy
chubby fattish embonpoint
abdominous adipose
dumpy heavyset endomorphic
corpulent buxom buttery
double-chinned heavy loose-jowled
fruitful obese profitable gross jowly
oleaginous greasy portly oily
potbellied plump overweight
paunchy pudgy superfatted suety
porcine pyknic stout podgy sebaceous
thickset weighty stocky zaffig
rotund thick zoftig roly-poly

Working With Words

Color coding

verbs nouns adjectives

Text by Bill Ferriter

Blog Post: http://www.edweek.org/tm/articles/2010/01/27/tln_ferriter_whiteboards.html?tkn=Q
[RFGmQux6XnMebDMl4nddRDutTae13KtmNE]

I'd go even farther, though. I'm willing to argue that even with time and training, interactive whiteboards are an under-informed and irresponsible purchase. They do little more than reinforce a teacher-centric model of learning. Heck, even whiteboard companies market them as a bridging technology, designed to replicate traditional instructional practices (make presentations, give notes, deliver lectures) in an attempt to move digital teacher-dinosaurs into the light. I ask you: Do we really want to spend thousands of dollars on a tool that makes stand-and-deliver instruction easier?

My biggest IWB beef, though, is that they are poorly aligned with the vision of instruction that most people claim to believe in. Ask a principal what the best classrooms look like and she's likely to say something like this:

“In the best classrooms, students are involved in creating knowledge together. They're studying topics, designing experiments, collaborating with peers, and challenging one another's preconceived notions. While the teacher is always present to guide and to facilitate, the students are empowered to discover and to grow independently.”

Working with Words:

Words as images

Make your own word cloud

Things about a democracy

work together
voters
elections
all agree
congress
little guy
equality
politics
majority
representation
rich or poor
everybody
minority
taxes
disagree
voice

BY the people

Stretch and color code, as you learn more... justify your changes.

Working with words:

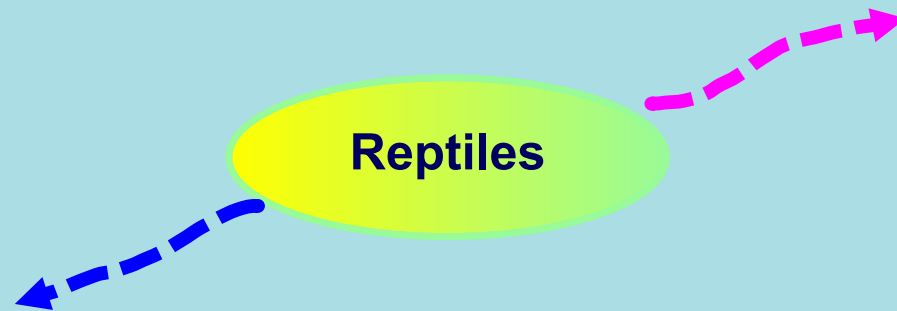
Words as images

Concept maps with words

review: <http://www.teachersfirst.com/single.cfm?id=8159>

<http://visuwords.com/>

Make your OWN word concept map about Reptiles



Working With Words
Free download:
Triptico IWB Toolkit

<http://www.teachersfirst.com/single.cfm?id=10344>

Triptico Word Magnets and more



Working With Words

Free download

Removes ads and clutter



Readability

Readability "add on" to your browser

<http://www.teachersfirst.com/single.cfm?id=10579>

Working with Images

sort,rank, order

image-word match

clone for quantities/
manipulatives

annotate images in
IWB software

lines and draw tools

arrange image
elements

color-coded labels

revisit an image and add

compare images

make own data
visualization

FineTuna to
annotate a
web image

Working with Images

Copy/paste images from web

(cited)



Vibrio Cells 1

Image courtesy of the Lewis Lab at Northeastern University. Image created by Anthony D'Onofrio, William H. Fowle, Eric J. Stewart and Kim Lewis. <http://www.flickr.com/photos/adonofrio/5390287631/>

drag labels

label parts

color coded labels

rank/arrange

draw, highlight

Image found using CC Search

<http://www.teachersfirst.com/single.cfm?id=10872>

Working with Images

Copy/paste images from web

(cited)

Compare and label



Broad-bodied Chaser Dragonfly

http://gallery.nen.gov.uk/asset664100_1-.html



Common Blue Butterfly

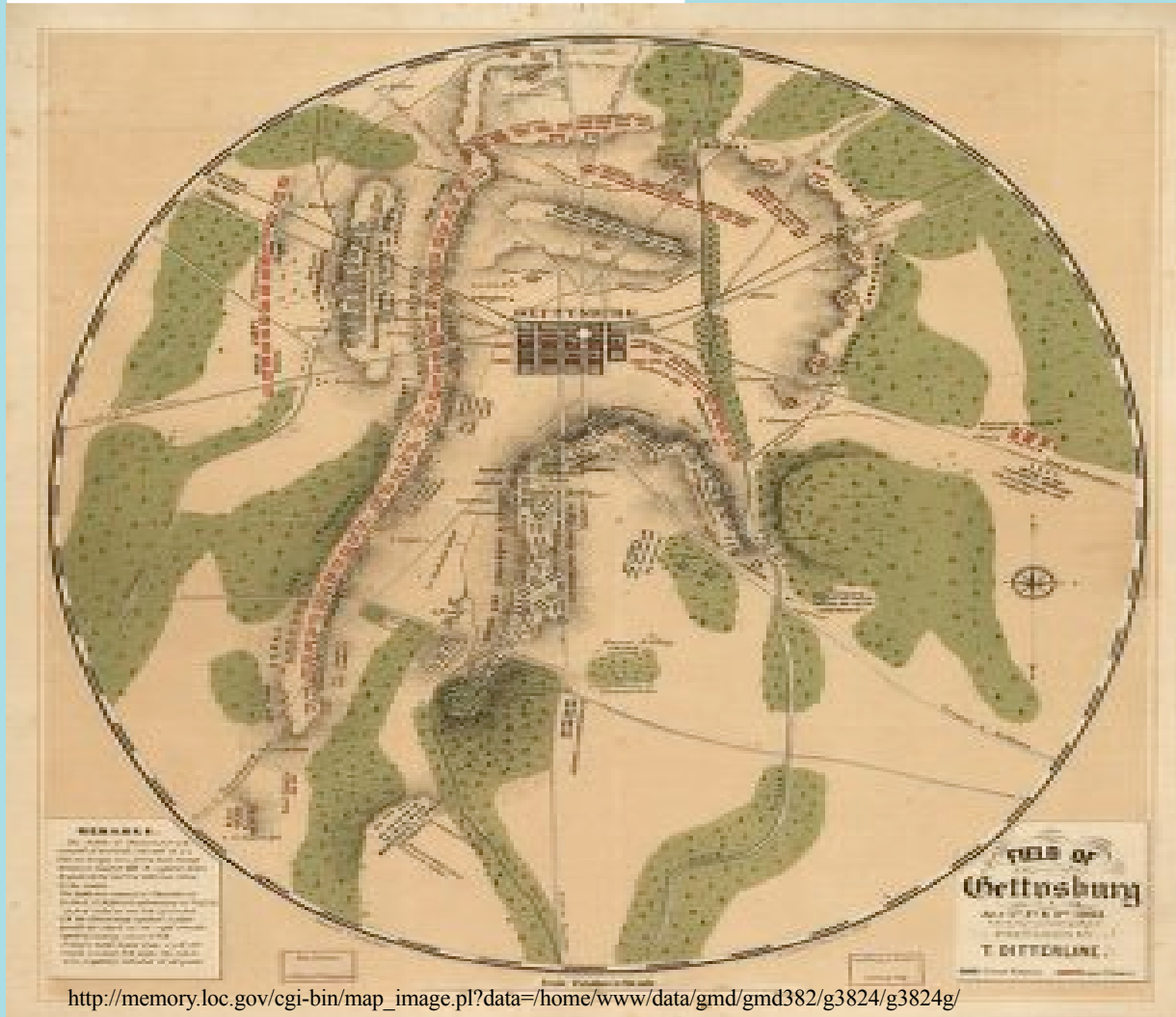
http://gallery.nen.gov.uk/asset64808_464-.html

Working with Images

Annotate and add to images -
drawing tools

<http://lcweb2.loc.gov/ammem/gmdhtml/gmdhome.html>
review: <http://www.teachersfirst.com/single.cfm?id=9406>

maps, battles, actions



http://memory.loc.gov/cgi-bin/map_image.pl?data=/home/www/data/gmd/gmd382/g3824/g3824g/cw0331000.jp2&x=2456&y=2976&res=4&width=306&height=372&lastres=4&jpegLevel=80

Working with Images

Annotate web images

Fine Tuna

Web- image or upload.

Comment, annotate, insert

Share by URL or embed

Pretty cool!

full review and explanation

<http://www.teachersfirst.com/single.cfm?id=10415>

Fine Tuna

Here is an example:

<http://www.finetuna.com/3j4yrd>

http://memory.loc.gov/cgi-bin/map_image.pl?data=/home/www/data/gmd/gmd382/g3824/g3824g/cw0331000.jp2&x=2456&y=2976&res=4&width=306&height=372&lastres=4&jpegLevel=80

Working with Images

2D manipulatives

Can you make \$3.79?



"Clone" for quantities

sort, group, arrange

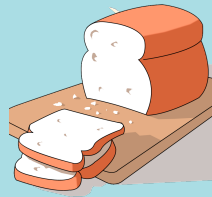
ready made in IWB software

St. create their own
(dig cam or web)

Working with Images

2D manipulatives

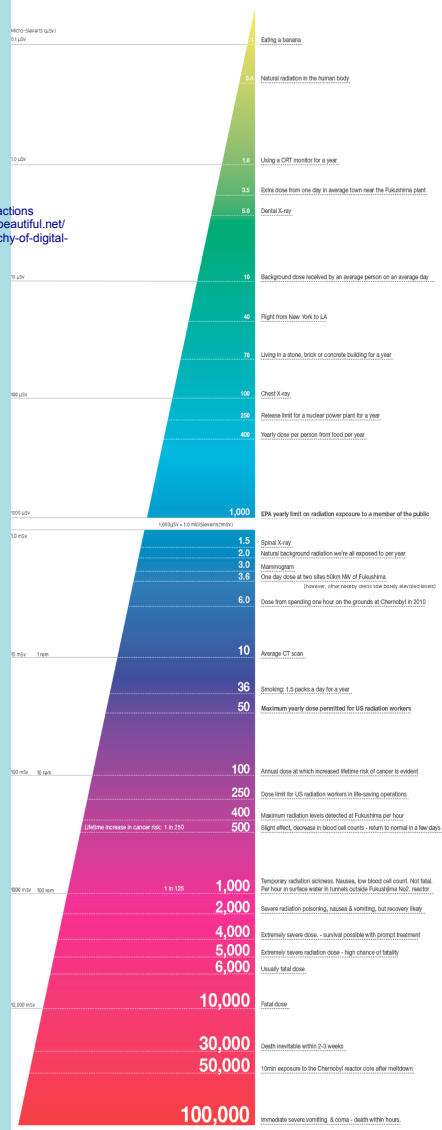
sorting



One from the web:
<http://www.informationisbeautiful.net/visualizations/radiation-dosage-chart/>

See also:
Hierarchy of digital distractions
<http://www.informationisbeautiful.net/visualizations/the-hierarchy-of-digital-distractions/>

Radiation Dosage Chart



Risk of harm is dependent on both the dose and the dose rate (the time the body is exposed to that dose).
So a dose of 1000mSv over an hour is considerably more damaging than a dose 1000mSv over a year.

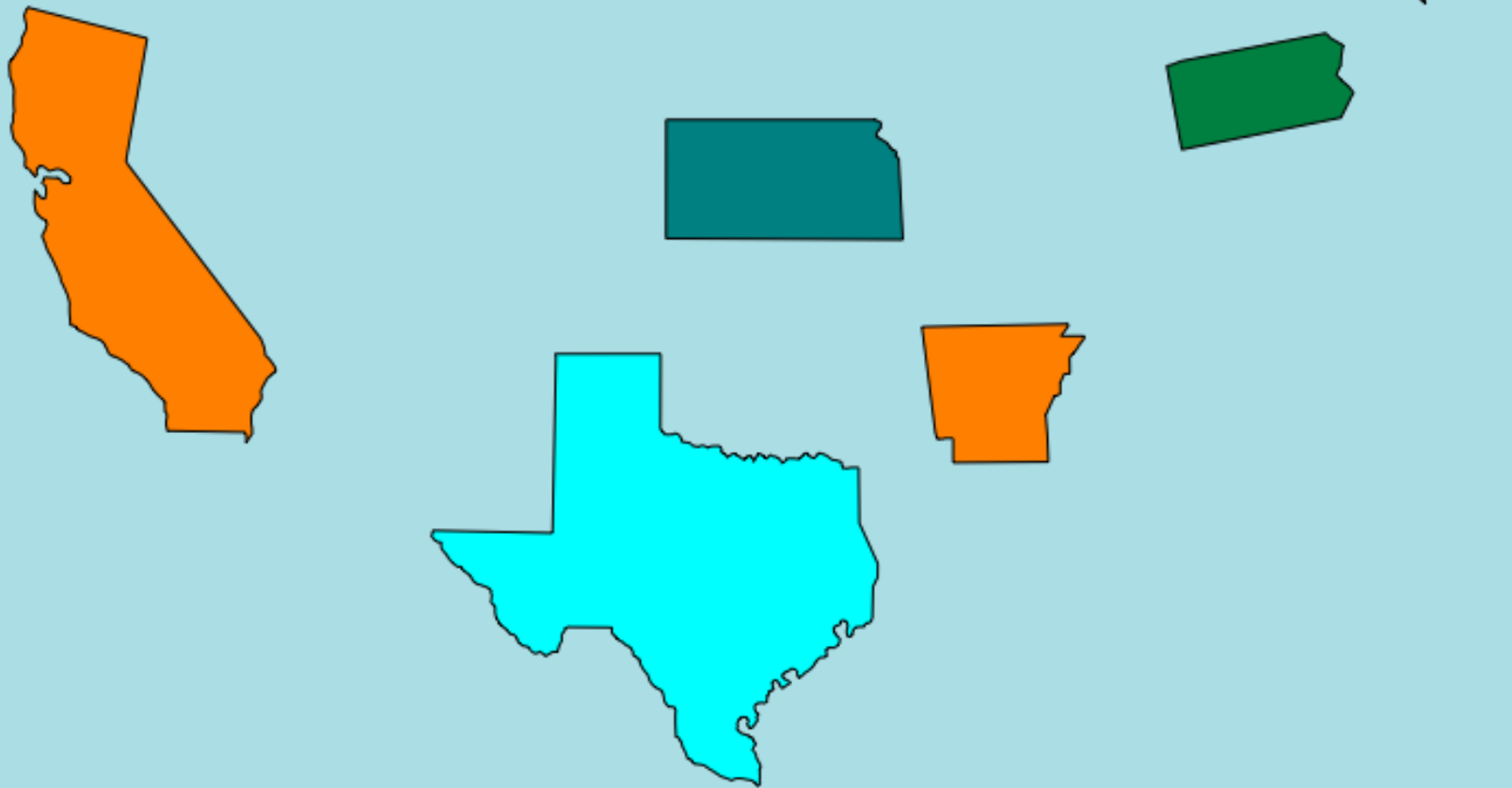
source: BBC, Guardian, Catalogue, Mayo Clinic, WCD
data: EPA, Fukushima, Chernobyl, Chernobyl
note: logarithmic scale & average doses used, triangle illustrative

Working with Images

2D manipulatives

Make data visualizations

Try it: Likelihood of tornadoes by state



Collaborating to create, improve, or decide

web 2.0 tools

writing first hand
(anonymous guinea pigs!)

concept maps

consensus sort, rank, order

brainstorm and sort/decide

save to keep/revisit/share

Collaborating to create, improve, or decide

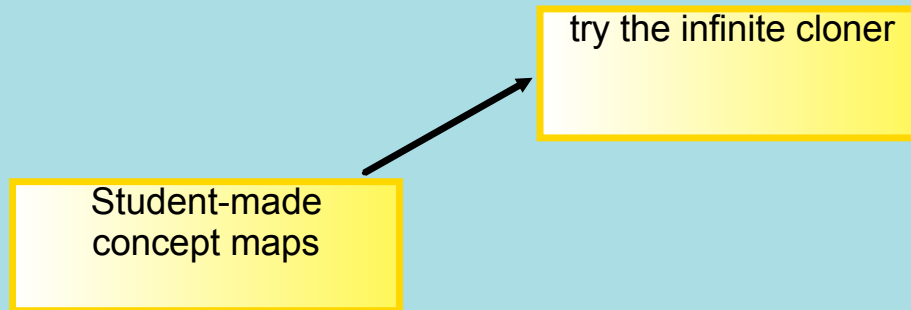
Writing *first hand*
(anonymous guinea pigs!)

My story begun in West Virginia were I grew up. My friend and me went to the store one day we wanted to by some cookies to at after school. He said no. I said I wanted to get em anyway so we rode are bikes. He was mad at me for a week.

Give a copy to the guinea pig! (quietly)

Collaborating to create,
improve, or decide
concept maps

Map the ideas you learn today
along with ones you already know.



Collaborating to create,
improve, or decide
Brainstorm and Decide

Ways to reduce
use of fossil fuels

ad campaigns

charge high taxes

embarrass users

Collaborating to create,
improve, or decide
Group sort/rank/order

Collaborating to create,
improve, or decide
Consensus sort/rank/order

Best subjects for use of
IWB *by students*

Geography

HS math

Elem math

MS math

Elem reading

social studies

science

health

World languages

guidance

AP level English

English/L.A.

Writing

Information literacy

This space available
(Management tips, activity
formats)

This space available
(IWB skills to know/learn)



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As you leave, feel free to comment, draw, or leave your mark.