

## **Quiz Questions: Euline Cutrim Schmid – Interactive Whiteboards**

### **1. The Current Situation**

1.1 According to Schmid, what are possible reasons for the relatively small number of German classrooms being equipped with Interactive Whiteboards?

(Funding: Government does not have enough funding; government does not have interest in funding IWBs)

1.2 A survey carried out by Futuresource Consulting prognoses a rapid increase of IWBs in German classrooms (14% in 2012 – 24 % in 2016). Simultaneously, this positive development leads to challenges. Name those:

(Limited teacher training materials and support for the design, evaluation and implementation of IWB-based materials especially for the FL classroom)

1.3 What needs to be done to solve these problems?

(develop training for teachers; provide them with examples of good practice and resources that they can use in the classrooms, clips of other teachers using the IWB; train language teachers to become confident users of the IWB; help teachers use the IWB in ways that are in accordance to current principles of language teaching methodology)

### **2. Benefits and Challenges of Using the IWB in Language Teaching**

2.1 Name at least three main pedagogical benefits of the IWB

- (- Facilitating the integration of new media in language classroom (Gray et al., 2007)
- Enhancing the scope of interactivity and learner engagement (Miller & Glover, 2009)
- Supporting the development of “electronic literacies” (Cutrim Schmid, 2009)
- Meeting the needs of learners with diverse learning styles (aural, visual and kinesthetic) through the use of multiple media (Wall et al., 2004))

2.2 Teacher-centeredness is one of the main risks of using the IWB. Think about ways how to avoid this.

(Ideas:

- let the students participate in using the IWB, e.g. let them write down notes on the IWB, let them match text to pictures, use the IWB for presentations
- variety of teaching methods (do not only use the IWB)

### **3. The Project**

3.1 Name the basic data of the iTILT Project:

- (- Aim: helping English teachers make the most of IWBs
- Germany, Spain, Britain, France, Turkey, Netherlands > partners
- duration: January 2011 – March 2013)

3.2 Describe the design of the project

- (- first design and provide teacher training
- visit teachers twice and record lessons
- interview teachers and choose video sequences
- create website)

3.3 What are possible activities connected to the IWB?

(activities that help students to memorize vocabulary; use the IWB as task support (basic phrases...))

### **4. Analyzing IWB-mediated Interaction**

Name the different levels of IWB-mediated interaction and some information on each level.

1. Drill (e.g. repetition, pre-planned language, controlled by teacher)
2. Display (e.g. pre-planned language but some learner choice, no simulation of real-world activity, mainly controlled and pre-planned by teacher)
3. Simulation (e.g. meaningful context, activity includes some space for learner choice, learner-oriented...)
4. Communication (e.g. focus on meaning, authentic context, open activity with space for learner choice, learner-centered)