

# CONTENTS

Foreword	iii
List of figures	viii
Acknowledgements	ix
<b>1 The revolution</b>	<b>1</b>
The IWB continuum	2
Setting the stage for a digital classroom	2
More than just worksheets	4
Digital convergence	10
The potential of the digital hub	12
<b>2 It's not about the hardware</b>	<b>13</b>
A technology designed for every classroom	14
Taking a whole-staff approach	16
It takes leadership	16
See and decide for yourself	20
<b>3 Setting up your classroom</b>	<b>23</b>
Choosing the right technology	23
The boards on offer	24
Other types of IWB technologies	28
And beyond ...	30
The magic is in the software	33
Installation points to consider	37
A few more thoughts about making the right IWB decision	43
Committing to the strategy	46

<b>4</b>	<b>e-Teaching</b>	<b>47</b>
	Phase 1: Doing old things in old ways	50
	Phase 2: Doing old things, but in new ways	51
	Phase 3: Doing new things in new ways	52
	Classroom agility—teaching ‘on the fly’	58
	Aiming for ambiguity	59
	But what does the research say?	60
<b>5</b>	<b>Eight key principles for effective IWB teaching</b>	<b>63</b>
	1 Be proficient	63
	2 Be organised	66
	3 Be interactive	67
	4 Be flexible	69
	5 Be constructive	71
	6 Be open-minded	72
	7 Be willing to share	73
	8 Be prepared to plan	74
<b>6</b>	<b>Designing lessons</b>	<b>77</b>
	Making the most of ‘dragability’	78
	Understanding layers	80
	An unlimited number of savable screens	81
	A wide range of pen and highlighter tools	82
	Instant screen captures with the camera tool	83
	Digging into the gallery	84
	Adding media to the mix	86
<b>7</b>	<b>Better on the big screen</b>	<b>88</b>
	Google Earth	89
	Google SketchUp	91
	Skype	94
	GeoGebra	96
	Gapminder World	98
	With Web 2.0, the list goes on ...	100
	Show-and-tell for software training	101

<b>8</b>	<b>Come into my classroom ...</b>	<b>104</b>
	Jess McCulloch—Hawkesdale, Australia	104
	Tom Barrett—Midlands, England	106
	Katie Morrow—O’Neill, USA	108
	Lesleigh Altmann—Kempsey, Australia	110
	Kyle Stevens—Dallas, USA	115
	Paula White—Virginia, USA	118
	Louise Goold—Sydney, Australia	120
	Tobias Cooper—Sydney, Australia	124
<b>9</b>	<b>Professional development, training and support</b>	<b>128</b>
	Making it school-based	129
	Nature of the training and support	130
	The value of mentoring	131
	Time	133
	Financing	134
	Maintaining an educational focus	136
	The real challenge	137
	Grassroots professional development	137
	Over to you!	144
<b>10</b>	<b>Moving forward</b>	<b>145</b>
	The big picture is what matters	147
	Bibliography	148
	Index	153