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)