



Interactive whiteboards adoption role play

ABSTRACT

This sequence is a role play about the adoption of interactive whiteboards in a typical secondary school. Students in this sequence take on one of four roles ("Pro Teacher", "Con Teacher", School Management and Students) to consider issues associated with the adoption of interactive whiteboards.

KEYWORDS

Interactive whiteboards; Technology adoption; Learning Design; Debate

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DESCRIPTION

This sequence is a role play about the adoption of interactive whiteboards in a typical secondary school. Students in this sequence take on one of four roles ("Pro Teacher", "Con Teacher", School Management and Students) to consider issues associated with the adoption of interactive whiteboards.

AUDIENCE/GROUP SIZE

Trainee Teachers, Professional Development for educators

FACILITATOR ISSUES

Requires LAMS experience

LEARNING OPPORTUNITIES

Students take on one of four roles in a typical school environment, work in small groups with others of the same role to prepare their arguments, and then participate in a discussion forum for all students to argue the pros and cons of the proposed rollout of Interactive Whiteboards. The role play concludes with each student voting on whether the rollout should proceed, followed by a number of reflective tasks about their participation in the scenario, and its implications for their own teaching.

TIME AND SETTING

It is recommended for use over one or more weeks with student participation on a regular basis during this time. Typically fully online and asynchronous, but some parts could be conducted synchronously and/or in a computer lab if desired.

RESOURCES

Students require Learner accounts on a LAMS server with access to the role play sequence. The Facilitator requires Author/Monitor accounts on a LAMS server, and launches the role play sequences with students from Monitor. The role play sequence can be downloaded from

<http://www.lamscommunity.org/lamscentral/sequence?seq%5fid=690433>

PROCESS

Step 1-4: Introduce role play; scenario; tasks; roles

Step 5: Break students into role groups (pro teachers, con teachers, school management, students)

Step 6: Reflect on own role in private journal

Step 7: Shared Q&A about ideas within role group

- Step 8:** Forum about ideas within role group
- Step 9:** Main role play (all roles together in Forum to discuss)
- Step 10:** Vote on whether roll out should proceed or not
- Step 11-13:** Reflect on role play experience & strengths/weaknesses

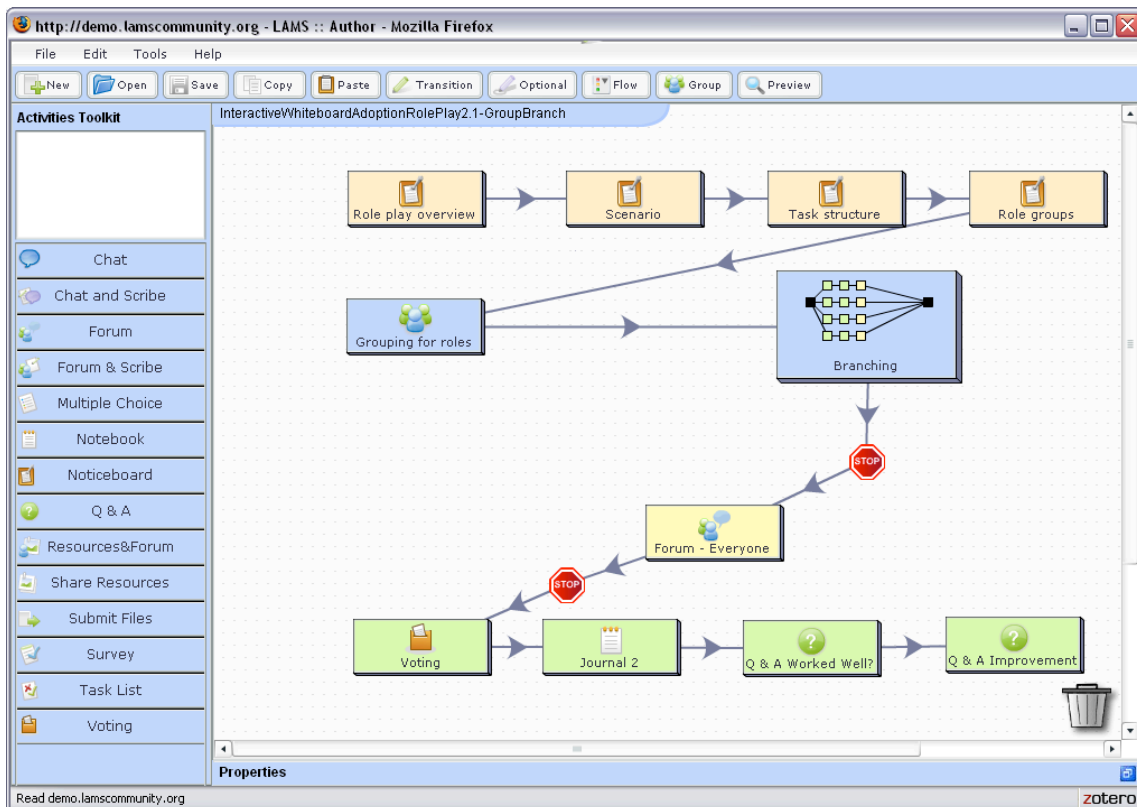


Figure 1: LAMS Authoring view of role play sequence

ASSESSMENT

There is no summative assessment required for this sequence, although a reflective essay could easily be added at the end if required. Typically the Facilitator would use the tracking features available in the LAMS Monitoring area for formative feedback.

REUSABILITY

The role play is designed to be adapted for other similar topics, such as use of other emerging technologies (eg, mobile devices, laptops, etc) in a typical school environment.

REFERENCES AND LINKS

- Dalziel, J. R. (2003). Implementing Learning Design: The Learning Activity Management System. In G.Crisp, D.Thiele, I.Scholten, S.Barker and J.Baron (Eds), Interact, Integrate, Impact: Proceedings of the 20th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education. Adelaide, 7-10 December 2003. [Online]www.ascilite.org.au/conferences/adelaide03/docs/pdf/593.pdf
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