

1. Record Nr.	UNINA9910453482003321
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Titolo	Developing interactive teaching and learning using the IWB : a resource for teachers // Sara Hennessy [and five others]
Pubbl/distr/stampa	Maidenhead, Berkshire : , : Open University Press, , [2013] ©2013
ISBN	0-335-26317-8
Descrizione fisica	1 online resource (154 p.)
Disciplina	371.33 371.335
Soggetti	Interactive whiteboards Visual education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Developing interactive teaching and learning using the IWB; Developing interactive teaching and learning using the IWB; Praise for this book; Contents; Contributors; Foreword; Acknowledgements; Guided Tour; PART A THE TEACHER DEVELOPMENT RESOURCE; Developing interactive teaching and learning using the IWB; 1 Introduction and use of the resource; 1.1 What is this resource for?; 1.2 How might the resource be used?; 1.3 What kinds of activities are involved?; 1.4 Deciding where to start; 2 Stimuli for professional development; 2.1 Getting started; 2.2 What is dialogue? 2.3 Considering classroom dialogue2.4 What role can the IWB play in supporting whole-class dialogue?; 2.5 Extending our understanding of IWB use in a dialogic classroom to small-group work and computer-based activity; 2.6 Using the Resource Bank - more ideas for using the IWB; 2.7 Reviewing your learning - consolidating what you have done so far and preparing for planning your own lessons; 2.8 Sharing new ideas; 2.9 Further resources; PART B READER; 1 Creating a supportive environment for classroom dialogue 2 Supporting dialogic teaching of personal safety with the interactive whiteboard in an urban primary school3 Developing a dialogic

approach to interactive whiteboard use in English: teacher reflections and student perceptions; 4 Using the interactive whiteboard to support dialogic teaching in history: the student perspective; 5 Supporting dialogue by exploiting interactive features of the IWB; 6 Effective group work at the interactive whiteboard; 7 Learning to learn together with ICT and with the Internet

PART C RESOURCE BANK (All videos referred to can be found at <http://tinyurl.com/OUPIWB>)

C1 Starting simple; Displaying an open-ended prompt and/or picture(s) to stimulate discussion in whole class or groups; Class brainstorm; Using pens to underline/circle key ideas; Sharing, discussing and comparing ideas in a whole-class setting; Using 'AfL tasks' in developing dialogue; Drag and drop - the plenary circle; C2 Moving on; Highlighting and annotating texts or images: recording a teacher voiceover; Focusing attention using the spotlight, magnifier or 'cover and reveal'

Understanding a text: taking it apart; Getting students to build on each other's contributions; constructing knowledge together as a class; Drawing objects on the IWB together; Drag and drop, argue and explain; Students selecting their own words/pictures/scenarios from a given set and manipulating/discussing them in pairs/groups; Matched resources: students arranging objects on the board and at their desks; 96 Discussing definitions: using hide-and-reveal tiles; Discussing definitions: using hide-and-reveal tiles

Using a wider variety of digital media: embedding audio and video for 'multimodal' interaction

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#### Sommario/riassunto

This resource aims to provide teachers with the rationale, model and examples they need to develop interactive approaches that will promote learning when using Interactive Whiteboards (IWBs) in the classroom.

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2. Record Nr.	UNISA996280211503316
Titolo	IEEE journal of electromagnetics, RF and microwaves in medicine and biology
Pubbl/distr/stampa	Piscataway, NJ : , : IEEE, , [2017]-
ISSN	2469-7257
Descrizione fisica	1 online resource
Disciplina	530.141
Soggetti	Electromagnetic waves Electromagnetism Microwaves Magnets Radio Waves Medicine Biological Phenomena Periodical Periodicals.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed